DOCUMENT RESUME

ED 401 326 TM 025 913

AUTHOR Tuck, Kathy D.
TITLE Parent Satisfaction and Information (A Customer Satisfaction Survey).
INSTITUTION District of Columbia Public Schools, Washington, DC. Research Branch.
PUB DATE Mar 95
NOTE 97p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Achievement; Content Validity; *Educational Environment; Elementary Secondary Education; Evaluation Methods; *Parent Attitudes; Parent Participation; Parent School Relationship; Pilot Projects; Reliability; *Satisfaction; Surveys; *Urban Schools; User Needs (Information)
IDENTIFIERS *District of Columbia Public Schools

ABSTRACT

The District of Columbia public schools sought to obtain an index of "customer satisfaction" from its parents through a study designed to examine their perceptions of their children's schools and school experiences. A survey was developed and pilot tested to ensure content validity and reliability. The survey focused on five areas: (1) quality of staff; (2) school climate; (3) academic program; (4) social development and extracurricular activities; and (5) parent involvement. This report summarizes the findings of the survey, which was completed by randomly selected 3,948 parents. Overall, parents were moderately satisfied with their local schools, giving schools an overall average rating of 3.82 on a 5-point scale. Only one-third of parents gave their children's schools an "excellent" rating. Among the five school areas examined in the survey, parents were most satisfied with parent involvement. The second highest rating was given to quality of the school staff, and the third highest rating was given to the school climate. Social development and extracurricular activities received the fourth highest ratings, and the academic program area was rated lowest by parents. Parent satisfaction also differed across student achievement levels, with satisfaction highest for parents with higher achieving students. Although parents differed in their levels of satisfaction, their rankings tended to be similar for the five school areas. Seven appendixes contain the survey instrument, parent ratings overall by school and for the five areas, and discuss survey methodology and respondent characteristics. (Contains 6 tables, 22 figures, 24 appendix tables, and 10 references.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM

ED 401 326

PARENT SATISFACTION AND INFORMATION

(A CUSTOMER SATISFACTION SURVEY)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
K. D. Tuck
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

Franklin L. Smith
Superintendent
Chief State School Officer

March 1995

BEST COPY AVAILABLE

TM025913

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

PARENT SATISFACTION AND INFORMATION (A CUSTOMER SATISFACTION SURVEY)

Office of Educational Accountability,
Assessment and Information

Shelia G. Handy
Deputy Superintendent

Prepared By:
Research Branch

Kathy D. Tuck
Senior Research Associate

Technical Assistance:

Correne S. Cannon
Research Assistant

Ebony M. Dill
Research Assistant

March 1995

SPECIAL ACKNOWLEDGEMENTS

A special thanks to the Washington Parent Group Fund and the Language Minority Affairs Branch of the D.C. Public Schools for providing that unique assistance which was crucial to the success of this project.

PREFACE

As our nation's public schools vigorously implement many reform initiatives, there is a growing sense that their success depends upon their ability to operate as an "enterprise." As a result, there is a renewed interest in gauging the attitudes and levels of satisfaction of those individuals or "customers" acting as primary consumers of this public enterprise system. For American education, the satisfaction of public school parents is of particular interest since parents are the driving force behind recent trends in school choice and competition.

The D.C. Public Schools (DCPS) has begun the implementation of a major reform initiative, Bringing Educational Services to Students (BESST), which takes dramatic steps toward building an enterprise system through decentralization and by developing new relationships between the local schools and the communities they serve. As BESST moves forward in the establishment of an enterprise system, parental perceptions of student achievement and efficacy, as well as school management, are critical to the success of local school initiatives.

At the request of the Superintendent, the Office of Educational Accountability, Assessment and Information sought to obtain an index of "customer satisfaction" from DCPS parents. For this purpose, a study was designed to examine parents' perceptions of their children's schools and school experiences, and was expected to identify specific areas of concern to parents in addition to areas of success upon which reform efforts might continue to build. Findings from the study were expected to provide a collective, parental voice to guide DCPS and to further enhance the partnership between the local schools, DCPS parents and school communities.

To conduct the study, the Research Branch developed a "Survey of Parent Satisfaction and Information" in collaboration with other DCPS offices and District of Columbia parent advocacy groups. The survey was designed as a prototype of various other parental satisfaction surveys administered in school districts throughout the United States and included a wide range of content reflecting current concerns and interests among parents. Extensive measures were taken to develop and pilot-test the survey to ensure content validity and reliability before it was administered city-wide to a random selection of DCPS parents.

This report summarizes the findings of the survey which are presented for DCPS district-wide as well as for all local schools, city wards, school levels and administrative clusters. This report reflects the diverse, cross-section of demographic (i.e., biographic and geographic) characteristics of DCPS parents, and highlights the varying parental perceptions which are likely determinants of parental choices and school involvement in DCPS.

TABLE OF CONTENTS

	page
EXECUTIVE SUMMARY	viii - x
INTRODUCTION	
Definition of "Parent Satisfaction"	1
SUMMARY OF FINDINGS	
Characteristics of Responding Parents	1
Overall Parent Satisfaction	2
Areas of Parent Satisfaction:	
Quality of School Staff	7
School Climate	8
Academic Program	9
Social Development and Extracurricular Activities	11
Parent Involvement	12
DISCUSSION OF FINDINGS	13
REFERENCES	17
APPENDIX - A	
Parent Ratings by School	18
APPENDIX - B	
Parent Ratings on Quality of School Staff	27
APPENDIX - C	
Parent Ratings on School Climate	32
APPENDIX - D	
Parent Ratings on Academic Programs	37
APPENDIX - E	
Parent Ratings on Social Development and Extracurricular Activities	43
APPENDIX - F	
Parent Ratings on Parent Involvement	48
APPENDIX - G	
Survey Methodology and Characteristics of Responding Parents	53

LIST OF TABLES

page

Table 1a
Overall School Ratings by Student Group Differences 3

Table 1b
Overall School Ratings by Parent Group Differences 4

Table 2
Average and Percent Ratings on Quality of Staff 7

Table 3
Average and Percent Ratings on School Climate 9

Table 4
Average and Percent Ratings on Academic Program 10

Table 5
Average and Percent Ratings on Social Development and Extracurricular Activities 11

Table 6
Average and Percent Ratings on Parent Involvement 13

Table A-1
Average and Percent Ratings for School Areas by School Level, Cluster and Ward 19

Table A-2
Average and Percent Ratings for School Areas by School 20

Table B-1a
Average Ratings on Quality of Staff by Student Group Differences 28

Table B-1b
Average Ratings on Quality of Staff by Parent Group Differences 29

Table B-2a
Ratings of "Least Satisfied" Parents on Quality of Staff 30

LIST OF TABLES (continued)

page

Table B-2b
Ratings of "Most Satisfied" Parents on
Quality of Staff 30

Table C-1a
Average Ratings on School Climate
by Student Group Differences 33

Table C-1b
Average Ratings on School Climate
by Parent Group Differences 34

Table C-2a
Ratings of "Least Satisfied" Parents on
School Climate 35

Table C-2b
Ratings of "Most Satisfied" Parents on
School Climate 35

Table D-1a
Average Ratings on Academic Program
by Student Group Differences 38

Table D-1b
Average Ratings on Academic Program
by Parent Group Differences 39

Table D-2a
Ratings of "Least Satisfied" Parents on
Academic Program 40

Table D-2b
Ratings of "Most Satisfied" Parents on
Academic Program 41

Table E-1a
Average Ratings on Social Development and
Extracurricular Activities
by Student Group Differences 44

Table E-1b
Average Ratings on Social Development and
Extracurricular Activities
by Parent Group Differences 45

LIST OF TABLES (continued)

page

Table E-2a
Ratings of "Least Satisfied" Parents on Social Development and Extracurricular Activities 46

Table E-2b
Ratings of "Most Satisfied" Parents on Social Development and Extracurricular Activities 46

Table F-1a
Average Ratings on Parent Involvement by Student Group Differences 49

Table F-1b
Average Ratings on Parent Involvement by Parent Group Differences 50

Table F-2a
Ratings of "Least Satisfied" Parents on Parent Involvement 51

Table F-2b
Ratings of "Most Satisfied" Parents on Parent Involvement 51

Table G-1
Characteristics of Students with Surveyed Parents 61

Table G-2
Characteristics of Surveyed Parents 62

LIST OF FIGURES

page

Figures A - C
Overall Parent Satisfaction by Administrative Units 5

Figure D
Parent Ratings for School Areas 6

LIST OF FIGURES (continued)

page

Figures 1A - 1C
Parent Ratings on Quality of Staff
by Administrative Units 31

Figures 2A - 2C
Parent Ratings on School Climate
by Administrative Units 36

Figures 3A - 3C
Parent Ratings on Academic Programs
by Administrative Units 42

Figures 4A - 4C
Parent Ratings on Social Development
and Extracurricular Activities
by Administrative Units 47

Figures 5A - 5C
Parent Ratings on Parent Involvement
by Administrative Units 52

Figure 6A
Comparison of Total DCPS Students to
Students of Surveyed Parents 63

Figure 6B
Comparison of Total DCPS Students to
Students of Surveyed Parents 64

Figure 6C
Comparison of Total DCPS Students to
Students of Surveyed Parents 65

EXECUTIVE SUMMARY

As commissioned by the D.C Board of Education, a survey was conducted with the parents of D.C. Public Schools (DCPS) to determine their level of satisfaction with their children's schools and school experiences. In sum, 3,948 parents responded to the Survey of Parent Satisfaction and Information, which was administered district-wide to parents of randomly selected students from across all schools.

The survey sought to measure the extent to which parents believed effective school practices were evident in five primary areas: (1) quality of staff; (2) school climate; (3) academic program; (4) social development and extracurricular activities; and (5) parent involvement.

SURVEY FINDINGS

Overall Parent Satisfaction

The results of the survey showed that parents are moderately satisfied with the local schools attended by their children. On a scale of 1 to 5, parents gave schools overall, average rating of 3.82; parents seemed inclined toward agreement that many of the practices rated on the survey were evident in the schools. However, the moderate level of this rating further reflected that many parents were not strong in their conviction that such practices were consistent and pervasive. Only one-third of the parents gave their children's school a general rating of "excellent", while two-thirds did indicate the school being rated would be among their top three choices in the city. The single factor which made a difference in the overall ratings given by parents was the achievement level of their children; the higher the achievement level, the higher parents' ratings of the schools, consistently, across all achievement levels.

Parent Satisfaction with School Areas

Among the five school areas examined in the survey, parent involvement received the highest rating; parents seemed particularly satisfied with schools' hospitality and making them feel welcome upon their visits. Parents seemed the least satisfied with schools' willingness to accept their opinions and advice, but seemed also less certain, in general, about this school practice. The second highest rating was given to the quality of the school staff, where parents were particularly satisfied with the level of commitment shown by teachers and were the least satisfied with principals' encouragement of teachers to try new ways of teaching. The third highest rating was given to the school climate, where parents seemed most satisfied with the maintenance of the school building and grounds and were less satisfied with the orderliness and safety of the schools. Unlike the other school areas, all school practices related to school climate were rated within a very close range, and parents did not rate any school climate practice above 4.0. In the area of social development

and extracurricular activities, which received the fourth highest rating, parents seemed most satisfied with the schools' emphasis on drug awareness and prevention education and were the least satisfied with the development of their children's special interest and talents. The academic program area was rated lowest by parents, although parents did feel that schools had done a good job of teaching the basic skills and gave this practice one of the highest ratings on the total survey. Also, in the area of academic programs, as well as for the total survey, parents gave their lowest ratings to students' training in the use of technology and to the helpfulness of guidance counselors.

Parent Satisfaction by Student and Parent Characteristics

Parents' satisfaction with the school areas differed further according to characteristics of both students and parents. Parents' satisfaction differed across levels of student achievement, where satisfaction was higher for parents with higher achieving students. Parents' satisfaction in the areas of parent involvement, social development and academic programs also differed according to the ethnic group of students and differed further on parent involvement according to the age level of students. With respect to parent characteristics, parents' levels of education divided them on their ratings for the academic programs and social development practices of the schools, while their household incomes further divided them on their ratings of the academic program and the quality of school staff. Also, parent guardians seemed more dissatisfied with the academic programs than all other parents.

Significant differences were not found in parents' level of satisfaction based on the gender of their children or the number of years their children had attended the school. The number of other children they had attending DCPS also did not impact on parents' level of satisfaction.

Parent Differences by Levels of Satisfaction

In the areas of social development and parent involvement, parents who were least satisfied, overall, and those who were most satisfied, overall, with their children's schools gave their highest and lowest ratings to the same school practices. These findings suggest that while parents differed in their levels of satisfaction, their rankings or hierarchy of satisfaction was similar in these school areas. For the academic program, both groups of parents gave their highest ratings to the schools' ability to teach the basic skills, but school practices rated lowest were different for each group; parents who were the least satisfied gave their lowest rating to schools' use of different methods in determining student performance, while parents who were the most satisfied gave their lowest rating to the helpfulness of school guidance counselors. It was noted further that more than one-half of parents with children at or below grade 3 were not certain about the practices of guidance counselors in the schools. For the area of school climate, both groups of parents held views that were completely opposite; the promptness of school administrators in taking action when problems occurred was rated lowest by the least satisfied parents but rated

highest by the most satisfied parents; the least satisfied parents gave their highest rating to the friendliness of other students in the school, but this was rated lowest by the most satisfied parents. In rating the quality of school staff, parents who were the least satisfied, overall, felt teachers were up-to-date in the subjects they teach but also felt teachers were not encouraged to try new ways of teaching or to make learning exciting; parents who were the most satisfied felt that teachers were committed to students but were less satisfied with teachers' efforts to make learning exciting for students.

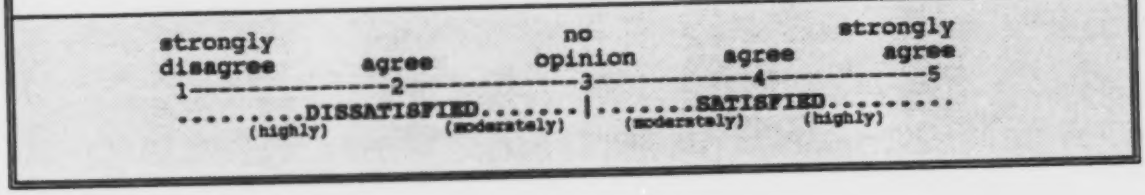
INTRODUCTION

Definition of "Parent Satisfaction"

To measure the level of parents' satisfaction with local schools in the District of Columbia, the Survey of Parent Satisfaction and Information asked parents to indicate the extent of their agreement with several statements describing practices in their children's schools during the past school year (SY 1993-94). The survey statements described practices of effective teaching and school management, and parents' agreement with the statements reflected their level of belief or "satisfaction" that the practices were evident in the schools.

Parents' levels of satisfaction and dissatisfaction with specific aspects of their children's schools were quantitatively measured through weighted values assigned to parents' responses. To quantify the survey data for examination, parents' responses were converted on a weighted ranked scale of 1 to 5 (1=strongly disagree; 2=disagree; 3=no opinion/neutral; 4=agree; 5=strongly agree). Collectively, the scale values served as a rating or index of "parent satisfaction" for each school practice.

EXAMPLE: The principal and teachers at my child's school work well together.



SUMMARY OF FINDINGS

Characteristics of Responding Parents

The Survey of Parent Satisfaction and Information was completed by 3,948 parents of students attending 164 D.C. Public Schools (DCPS). Nearly two-thirds (64.1%) of the parents responded to the survey on behalf of children attending elementary schools, while the remaining parents represented children attending middle schools (4.2%), secondary schools (25.6%), and special education centers (1.1%) (see Appendix-G, Tables G-1 and G-2). Two-thirds (65.8%) of the parents

indicated their children had attended their respective schools for one to three years, while one-fourth (24.3%) reported an enrollment period of four or more years.

Parents evenly represented male and female students (49.1% and 49.6%, respectively). The average age of students represented was 10.3 years. More than three fourths (76.6%) of the parents represented students identified as African-American, with the next highest groups represented by European-American (6.7%) and Hispanic (4.8%) parents. More than one-third (34.8%) of the parents reported they had no other children attending DCPS, while more than one-half (59.1%) indicated they had one to three other children attending.

Mothers or stepmothers responded to the survey for three-fourths (76.2%) of the students, while fathers or stepfathers (10.2%), grandparents (8.6%) and guardians (3.6%) responded for the remaining students. One-half (50.2%) of the parents reported they had received some post-secondary training, with 20.6% indicating they had earned a college or graduate degree; 16.5% of the parents indicated they had not received a high school diploma. Slightly more than one-half (53.4%) of the parents were from households with incomes below $25,000.

In reviewing the findings of this study, special attention was given to the ratings of parents who expressed the least satisfaction, overall, and those parents who expressed the most satisfaction, overall, with their children's schools. Thus, additional analyses were conducted for a closer examination of parents who fell within the bottom one-third of all parents on their overall ratings and parents who fell within the top one-third. Procedures of multivariate analyses of variance (MANOVA) were used to identify significant and independent differences between the ratings of the least and most satisfied parents, as well as between parents who differed on other student and demographic characteristics (i.e., student achievement, ethnic group, and household income). For these analyses, only a random, sub-sample (10%) of parents (n=395) from the total sample of parents was examined to ensure the rigor of the statistical tests. The smaller sample required greater variance between parents' ratings in order for observed differences to be detected at the 95% or greater level of confidence (Hayes, 1973). Significant differences were found at the 99% level of confidence ($p<.001$) between the lowest and highest parents' ratings for each school area and for schools overall. As described later on, overall ratings and ratings in each school area differed significantly across the various personal factors identified for parents and students.

Overall Parent Satisfaction

The average parent rating for DCPS, overall, was 3.82, indicating parents were more inclined to agree with the survey statements regarding school practices. In general, parents seemed moderately satisfied that effective school practices were evident, with 43.7% giving their children's schools a general rating of "good", and 30.1% rating their schools as "excellent" (see Appendix-A, Table A-1). Also, nearly two-thirds (64.6%) of the parents indicated their children's schools would be among their top three choices of all schools in the city. It is further noted that parents' overall ratings of schools were found to be highly consistent across different time periods and during varying circumstances of the school system (see Appendix-G; Survey Methodology section, Precautions for the Data).

Group Differences. As shown in Table 1a, parental perceptions of schools varied significantly with the achievement levels of their children ($p<.001$); the higher the achievement level, (for each achievement level), the higher the overall school rating. Differences found between parents' overall ratings were not significant based on any other student or demographic factors (see Tables 1a and 1b).

TABLE 1a

OVERALL SCHOOL RATINGS
BY STUDENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE (N=3,948)		3.82	.68	
STUDENT CHARACTERISTICS				
RACE/ETHNIC GROUP	(df=5, 373)			1.97 (n.s.)
AFRICAN-AMERICAN		3.80	.68	
ASIAN-AMERICAN		4.16	.38	
EUROPEAN-AMERICAN		3.60	.52	
HISPANIC		3.78	.45	
NATIVE AMERICAN		3.68	.71	
OTHER		3.45	.84	
GENDER	(df=1, 377)			1.25 (n.s.)
MALE		3.74	.68	
FEMALE		3.81	.66	
AGE LEVEL	(df=4, 374)			.97 (n.s.)
EARLY CHILDHOOD (4-6 YRS)		3.82	.70	
MIDDLE CHILDHOOD (7-9 YRS)		3.87	.59	
LATE CHILDHOOD (10-12 YRS)		3.73	.71	
ADOLESCENCE (13-17 YRS)		3.73	.68	
EMERGING ADULT (18-21 YRS)		3.54	.77	
ACHIEVEMENT LEVEL	(df=3, 340)			11.45 ***
As AND Bs		3.94	.62	
Bs AND Cs		3.72	.60	
Cs AND Ds		3.43	.66	
Ds AND Fs		3.13	.76	
LENGTH OF SCHOOL ATTENDANCE	(df=2, 341)			.49 (n.s.)
LESS THAN 1 YEAR		3.86	.69	
1 TO 3 YEARS		3.79	.67	
MORE THAN 4 YEARS		3.72	.67	

NOTE: n.s. = nonsignificant; * $p<.05$ ** $p<.01$ *** $p<.001$; df=degrees of freedom

BEST COPY AVAILABLE

TABLE 1b

OVERALL SCHOOL RATINGS
BY PARENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE (N=3,948)		3.82	.68	
PARENT CHARACTERISTICS				
RELATIONSHIP	(df=3, 355)			1.66 (n.s.)
MOTHER/STEPMOTHER		3.76	.66	
FATHER/STEPFATHER		3.84	.81	
GRANDPARENT		3.90	.64	
OTHER GUARDIAN		3.43	.58	
EDUCATION LEVEL	(df=4, 354)			.96 (n.s.)
DID NOT GRADUATE FROM HIGH SCH		3.78	.56	
HIGH SCHOOL GRADUATE		3.81	.61	
POST-SECONDARY EDUCATION COURSES		3.79	.72	
COLLEGE GRADUATE (4-YR DEGREE)		3.71	.83	
GRADUATE OR PROFESSIONAL DEGREE		3.58	.65	
INCOME OF HOUSEHOLD	(df=4, 354)			1.79 (n.s.)
BELOW $10,000		3.91	.51	
FROM $10,000 TO $24,999		3.80	.68	
FROM $25,000 TO $39,999		3.69	.79	
FROM $40,000 TO $54,999		3.82	.65	
$55,000 OR MORE		3.57	.70	
NUMBER OF OTHER CHILDREN ATTENDING D.C. PUBLIC SCHOOLS	(df=2, 341)			1.78 (n.s.)
NONE		3.78	.65	
1 TO 3		3.75	.68	
4 TO 6		4.21	.46	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

As further seen in Figures A through C, parents gave similar ratings, overall, to their children's schools regardless of the school level, administrative cluster or city ward. However, slightly higher ratings were given to school programs that were not assigned to administrative units, such as tuition grant programs, Job Corps and cooperative programs.

FIGURES A - C

OVERALL PARENT SATISFACTION BY ADMINISTRATIVE UNITS

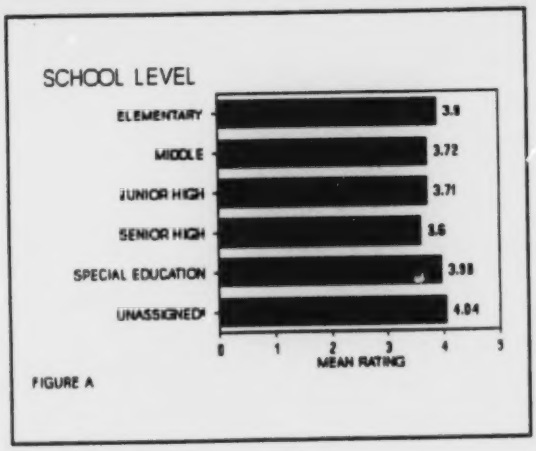


FIGURE A

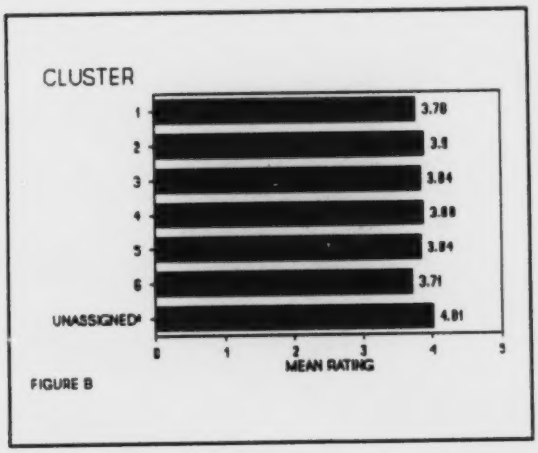


FIGURE B

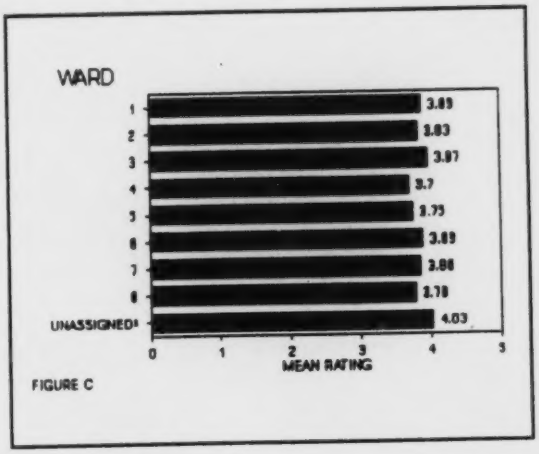


FIGURE C

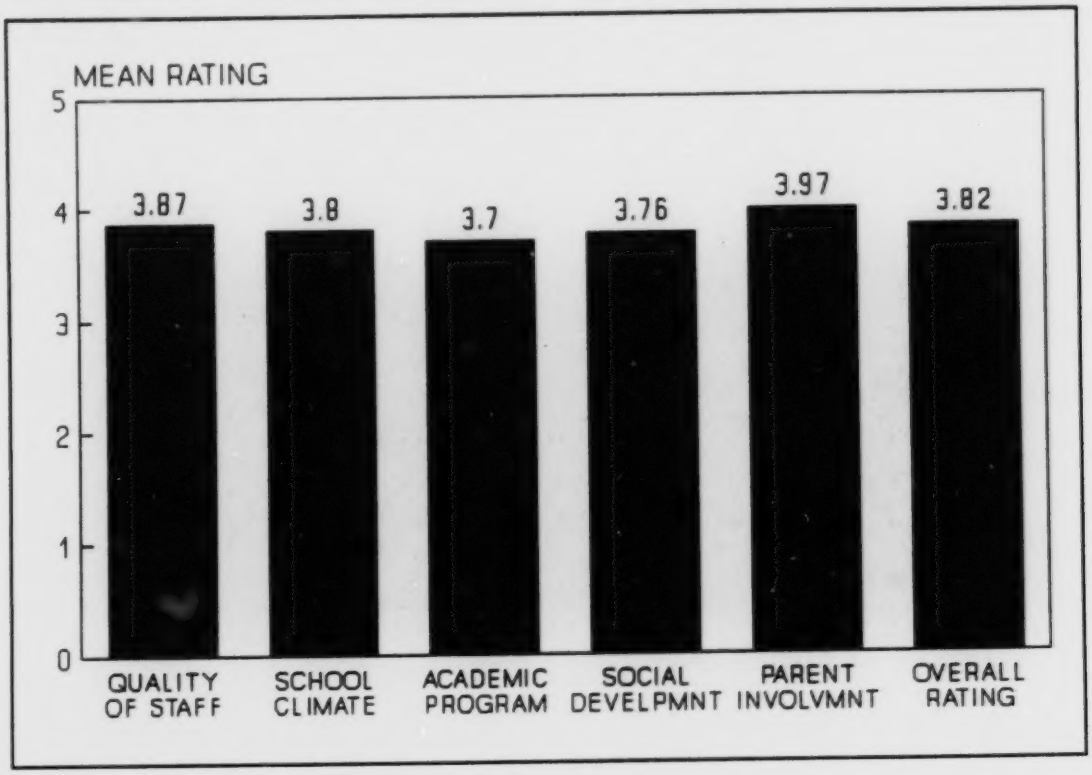
NOTE: *UNASSIGNED INCLUDES TUITION GRANTS, JOB CORPS, AND/OR COOPERATIVE PROGRAMS.

Areas of Parent Satisfaction

Parents rated five primary areas of their children's schools: (1) quality of staff; (2) school climate; (3) academic program; (4) social development and extracurricular activities; and (5) parental involvement. As seen in Figure D, the average rating in each school area reflected a moderate level of satisfaction, with each rating providing a slight contrast of parental perceptions for various aspects of DCPS. Area ratings for each school, school level, administrative cluster, city ward and school are shown in the Appendix-A, Tables A-1 and A-2.

FIGURE D

PARENT RATINGS FOR SCHOOL AREAS



Quality of School Staff

Level of Satisfaction. Parents were found to be moderately satisfied with the quality of staff at their children's schools and rated this area, on the average, at 3.87. Among the five school areas, parents gave the quality of school staff the second highest rating (see also Figure D). As shown in Table 2, parents were most satisfied with the level of commitment shown by their children's teachers (m=4.02), and 82.0% of the parents responded in agreement that this practice was evident. Next, parents were most satisfied with teacher's knowledge (m=3.97), where the majority (81.4%) of parents agreed or strongly agreed teachers were up-to-date on the subjects they taught. However, parents seem least satisfied with principals' encouragement of teachers to try new ways of teaching (m=3.68); only 60.5% of the parents responded that this practice was evident. It was further noted that more than one-fourth (28.0%) of parents expressed "no opinion" about principals' encouragement of new teaching methods, reflecting a general lack of parents' awareness or certainty regarding this practice in the schools.

TABLE 2

AVERAGE AND PERCENT RATINGS ON QUALITY OF STAFF

SURVEY ITEMS	MEAN RATING (MAXIMUM=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
1. The principal and teachers at my child's school seem to work well together.	3.89 (Rank) (3)	4.1	8.0	49.8	27.6	10.5
2. My child's teachers are up-to-date about things that are happening in the subjects they teach.	3.97 (2)	2.5	6.2	54.8	26.6	9.9
3. My child's teachers are able to make learning exciting and fun.	3.80 (4)	3.9	10.2	48.5	24.7	12.7
4. The principal in my child's school encourages teachers to try new ways of teaching and seems open to new ideas.	3.68 (5)	4.6	7.0	37.0	23.5	28.0
5. My child's teachers are committed to teaching my child.	4.02 (1)	3.2	6.5	49.1	32.9	8.3
OVERALL AREA RATING	3.87					

Group Differences. As shown in Appendix-B, Tables B-1a and B-1b, parents differed in their ratings on the quality of staff based upon the achievement level of their children ($p<.000$) and their household incomes ($p<.05$). The higher the achievement of students (across each achievement level), the higher parents' ratings of the school staff. Parents in the lowest household income bracket (i.e., less than $10,000) also gave school staff the highest ratings ($\underline{m}=3.97$).

As shown further in Appendix-B, Tables B-2a and B-2b, parents who were least satisfied, overall, with their children's schools gave the lowest ratings in the area of staff quality to the principals' encouragement of teachers to try new ideas ($\underline{m}=2.86$) and teacher's ability to make learning exciting and fun ($\underline{m}=2.94$); their highest rating was given to teacher's up-to-date knowledge about the subjects they taught ($\underline{m}=3.29$). Parents who were the most satisfied, overall, also gave their lowest rating to teachers' ability to make learning exciting and fun ($\underline{m}=4.52$), but gave their highest rating to the level of commitment shown by teachers ($\underline{m}=4.70$).

School Climate

Level of Satisfaction. Parents rated the climate of the schools at 3.80, which was the third highest rating among the five school areas (see also Figure D). As shown in Table 3, parents' ratings of all school practices related to school climate were within a close range; orderliness and safety of schools received the lowest ratings ($\underline{m}=3.73$ and 3.79, respectively), while the maintenance of the building and grounds was rated the highest ($\underline{m}=3.87$). Three-fourths of parents agreed or strongly agreed that schools were orderly (74.1%) and safe (75.8%), and slightly more than three-fourths (79.2%) responded in agreement that school buildings and grounds were neat and well-maintained.

Group Differences. As shown in Appendix-C, Tables C-1a and C-1b, parents were found to differ in their perceptions of the school climate based only upon the achievement level of their children ($p<.001$). The higher the achievement of students (across each achievement level), the higher their parents' ratings of the school climate.

Parents who were the least satisfied, overall, with their children's schools gave their lowest rating to the orderliness of the school ($\underline{m}=2.88$) and to the promptness of action taken by administrators when problems occurred in the school ($\underline{m}=2.94$) (see Appendix-C, Table C-2a). Promptness of action was rated highest by parents who were the most satisfied ($\underline{m}=4.59$) (see Appendix-C, Table C-2b). Parents who were least satisfied gave their highest rating to the friendliness of other students towards their children ($m=3.28$), while this was rated the lowest by parents who were the most satisfied with their children's schools ($\underline{m}=4.34$).

TABLE 3

AVERAGE AND PERCENT RATINGS ON SCHOOL CLIMATE

SURVEY ITEMS	MEAN RATING (MAXIMUM=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
6. My child's school is an orderly place.	3.73 (Rank)(4)	6.1	12.6	50.4	23.7	7.3
7. My child's school is a safe place to learn.	3.79 (3)	5.1	10.8	52.0	23.8	8.3
8. Students in my child's school are friendly towards my child.	3.82 (2)	3.4	8.7	55.4	20.9	11.6
9. The school administrators at my child's school take prompt action when problems occur.	3.82 (2)	5.6	9.3	43.7	29.5	11.9
10. My child's school building and grounds are neat and well maintained.	3.87 (1)	4.5	9.7	53.0	26.2	6.6
OVERALL AREA RATING	3.80					

Academic Program

Level of Satisfaction. The academic programs of the local schools received an average rating of 3.70, which was the lowest rating among the five school areas. As shown in Table 4, the school practice receiving the highest parental rating was the teaching of basic skills ($\underline{m}$=4.03); 85.0% of parents responded in agreement that schools had done a good job. The school practices rated lowest in the area were students' training in the use of technology ($\underline{m}$=3.54), where 63.4% of parents responded in agreement that such training was evident, and the helpfulness of guidance counselors ($\underline{m}$=3.54), where only 56.2% of parents agreed the practice was evident. It is also noted that more than one-quarter (28.3%) of the parents expressed "no opinion" towards the helpfulness of guidance counselors, and further analyses determined that more than one-half (55.5%) of parents who were uncertain about school counseling practices represented students at or below grade 3.

Group Differences. As shown in Appendix-D, Tables D-1a and D-1b, parents' rating of the academic programs reflected more group differences than the other school areas. Parents' ratings for the academic programs differed based upon the achievement levels of their children ($p<.000$), ethnic groups of their children ($p<.01$), the educational levels of the parents ($p<.000$), the household income levels

BEST COPY AVAILABLE

($p<.01$), and the familial relationship to the child ($p<.01$). The higher students' achievement (across each achievement level), the higher parents' ratings; parents of Asian-American students rated the academic programs higher than other parents ($m=4.17$), and parents of European-American students gave the lowest ratings ($m=3.18$); parents with college and graduate degrees also gave academic programs the lowest average ratings ($m=3.42$ and 3.28, respectively); parents with household incomes below $10,000 gave the academic programs the highest ratings ($m=3.90$); and parent guardians rated the academic programs the lowest of all parents ($m=3.04$).

TABLE 4

AVERAGE AND PERCENT RATINGS ON ACADEMIC PROGRAM

SURVEY ITEMS	MEAN RATING (MAXIMUM=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
11. My child's school does a good job of teaching my child basic skills such as reading, writing, mathematics and science.	4.03 (Rank) (1)	3.1	6.8	53.7	31.3	5.1
12. My child's school does a good job teaching my child thinking and reasoning skills.	3.86 (2)	3.4	8.9	55.2	23.3	9.2
13. My child is challenged in his/her studies at this school.	3.86 (2)	4.5	14.0	50.2	20.6	10.8
14. My child receives extra help at this school when it is needed.	3.62 (5)	5.2	12.9	44.3	20.5	17.1
15. Meaningful homework is assigned on a regular basis.	3.84 (3)	4.8	10.6	49.7	27.2	7.6
16. The books, materials and equipment at my child's school are adequate.	3.63 (4)	5.5	13.0	54.7	16.0	10.8
17. My child's school uses many different ways to determine my child's performance.	3.56 (6)	4.5	12.6	47.1	15.4	20.4
18. The guidance counselors at my child's school are very helpful to my child.	3.54 (7)	5.7	9.8	37.4	18.8	28.3
19. My child's school is training my child to use modern technology (e.g., computers and video equipment).	3.54 (7)	7.2	14.8	43.4	20.0	14.6
OVERALL AREA RATING	3.70					

BEST COPY AVAILABLE

Parents who were the least satisfied with their children's schools, overall, gave their lowest ratings for the academic programs to schools' use of different ways to determine the performance (m=2.68) and to the level of extra help received by their children (m=2.71) (see Appendix-D, Table D-2a). Parents who were most satisfied, overall, gave their lowest ratings to the helpfulness of guidance counselors (m=4.14) (see Appendix-D, Table D-2b). Both groups of parents gave their highest ratings to schools' teaching of basic skills (m=3.30 for least satisfied parents and 4.67 for most satisfied parents).

Social Development and Extracurricular Activities

Level of Satisfaction. Parents' ratings in the area of social development and extracurricular activities averaged 3.77, which was the fourth highest rating in the five areas (see Table 5). Parents were most satisfied with schools' emphasis on drug awareness and prevention education (m=4.08), with 83.1% responding in some agreement that these activities were evident. Parents were the least satisfied with the development of special interests and talents in students (m=3.48), with only 59.9% responding that such practices were evident.

TABLE 5

AVERAGE AND PERCENT RATINGS ON SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES

SURVEY ITEMS	MEAN RATING (MAXIMUM=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%	NO OPINION (%)
20. My child's school teaches my child how to get along with other students.	3.88 (Rank) (2)	2.8	7.4	54.0	23.5	12.3
21. My child's school teaches my child about people of different cultures.	3.82 (3)	3.1	7.9	49.4	23.1	16.5
22. My child's special interests and talents are developed at this school.	3.48 (5)	6.2	16.1	43.0	16.9	17.8
23. My child's school encourages my child to participate in community activities.	3.56 (4)	4.6	13.7	44.6	17.4	19.7
24. My child's school emphasizes drug awareness and prevention education.	4.08 (1)	1.7	3.9	50.7	32.4	11.3
OVERALL AREA RATING	3.77					

BEST COPY AVAILABLE

Group Differences. Differences were found in parents' ratings for social development and extracurricular activities based upon their children's ethnic group ($p<.05$) and achievement level ($p<.001$), and upon their own level of education ($p<.05$) (see Appendix-E, Tables E-1a and E-1b). Parents of Asian-American students rated the area of social development higher ($m=4.17$), while parents of children classified ethnically as "other" gave this area the lowest rating ($m=3.27$). The higher the achievement of students (across each achievement level), the higher parents' ratings for this area. However, the higher parents' level of education (across each level of education), the lower their ratings given in this area.

As shown in Appendix-E, Tables E-2a and E-2b, parents who were the least satisfied, overall, as well as parents who were the most satisfied, overall, gave their lowest ratings in this area to the development of their children's special interests and talents ($m=2.51$ and 4.26, respectively); the next lowest ratings were given to schools' encouragement of students' participation in community activities ($m=2.77$ and 4.24, respectively). Both the least and most satisfied parents gave their highest ratings to the schools' emphasis on drug awareness and prevention ($m=3.57$ and 4.59, respectively).

Parent Involvement

Level of Satisfaction. Parental involvement was rated the highest of all school areas by parents, with an average rating of 3.97 (see Table 5). Parents seemed most satisfied with feeling welcome in schools ($m=4.30$), whereby 90.8% of parents agreeing or strongly agreeing they felt welcome to visit their children's schools. Parents felt least satisfied with schools' willingness to accept their opinions and advice ($m=3.66$); less than two-thirds (62.7%) agreed, to some extent, this practice was evident in their children's schools. It is further noted that nearly one-fourth (24.9%) of parents expressed "no opinion" towards schools' willingness to accept their opinions and advice, suggesting a lack of general knowledge or awareness regarding this school practice.

Group Differences. Differences were found in parents' rating of their school involvement based upon the ethnic group of their children ($p<.05$), the age of their children ($p<.01$), and the achievement level of their children ($p<.01$) (see Appendix-F, Tables F-1a and F-1b). Parents of Asian-American students rated the area of parent involvement the highest ($m=4.11$), while parents of students ethnically classified as "other" rated this area the lowest ($m=3.52$). Parents of students in the early and middle childhood years rated parent involvement the highest ($m=4.01$ and 4.15, respectively), while parents of the oldest students (i.e., 18-21 years old) gave this area the lowest rating ($m=3.51$). Also, the higher the achievement of the students (across each achievement level), the higher parents' rating on parent involvement.

Parents who were the least satisfied, overall, as well as those most satisfied, gave their lowest ratings in the area of parent involvement to schools' willingness to accept their opinions and advice ($m=2.79$ and 4.40, respectively) (see Appendix-F, Tables F-2a and F-2b). Also, both the least and most satisfied parents gave their highest ratings to feeling welcome to visit their children's schools ($m=3.68$ and 4.89, respectively).

TABLE 6

AVERAGE AND PERCENT RATINGS ON PARENT INVOLVEMENT

SURVEY ITEMS	MEAN RATING (MAXIMUM=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
25. I feel welcome to visit my child's school.	4.30 (Rank) (1)	2.1	4.1	43.7	47.1	2.9
26. It is easy for me to get appointments to meet with the staff at my child's school.	4.01 (3)	3.5	7.1	48.1	33.4	8.0
27. I am regularly invited to participate in activities at my child's school.	4.05 (2)	2.5	7.1	47.9	34.4	8.1
28. I feel welcome to offer my opinion about programs and activities at my child's school.	3.85 (4)	3.7	7.1	46.6	26.4	16.2
29. My child's school seems willing to accept my opinions and advice.	3.66 (5)	4.4	8.1	42.5	20.2	24.9
OVERALL AREA RATING	3.97					

DISCUSSION OF FINDINGS

Overall Parent Satisfaction

The results of the survey showed that parents are moderately satisfied with the local schools attended by their children. On a scale of 1 to 5, parents gave schools overall, average rating of 3.82; parents seemed inclined toward agreement that many of the practices rated on the survey were evident in the schools. However, the moderate level of this rating further reflected that many parents were not strong in their conviction that such practices were consistent and pervasive. Only one-third of the parents gave their children's school a general rating of "excellent", while two-thirds did indicate the school being rated would be among

BEST COPY AVAILABLE

their top three choices in the city. The single factor which made a difference in the overall ratings given by parents was the achievement level of their children; the higher the achievement level, the higher parents' ratings of the schools, consistently, across all achievement levels.

Parent Satisfaction with School Areas

Among the five school areas examined in the survey, parent involvement received the highest rating; parents seemed particularly satisfied with schools' hospitality and making them feel welcome upon their visits. Parents seemed the least satisfied with schools' willingness to accept their opinions and advice, but seemed also less certain, in general, about this school practice. The second highest rating was given to the quality of the school staff, where parents were particularly satisfied with the level of commitment shown by teachers and were the least satisfied with principals' encouragement of teachers to try new ways of teaching. The third highest rating was given to the school climate, where parents seemed most satisfied with the maintenance of the school building and grounds and were less satisfied with the orderliness and safety of the schools. Unlike the other school areas, all school practices related to school climate were rated within a very close range, and parents did not rate any school climate practice above 4.0. In the area of social development and extracurricular activities, which received the fourth highest rating, parents seemed most satisfied with the schools' emphasis on drug awareness and prevention education and were the least satisfied with the development of their children's special interest and talents. The academic program area was rated lowest by parents, although parents did feel that schools had done a good job of teaching the basic skills and gave this practice one of the highest ratings on the total survey. Also, in the area of academic programs, as well as for the total a survey, parents gave their lowest ratings to students' training in the use of technology and to the helpfulness of guidance counselors.

Parent Satisfaction by Student and Parent Characteristics

Parents' satisfaction with the school areas differed further according to characteristics of both students and parents. Parents' satisfaction differed across levels of student achievement, where satisfaction was higher for parents with higher achieving students. Parents' satisfaction in the areas of parent involvement, social development and academic programs also differed according to the ethnic group of students and differed further on parent involvement according to the age level of students. With respect to parent characteristics, parents' levels of education divided them on their ratings for the academic programs and social development practices of the schools, while their household incomes further divided them on their ratings of the academic program and the quality of school staff. Also, parent guardians seemed more dissatisfied with the academic programs than all other parents.

Significant differences were not found in parents' level of satisfaction based on the gender of their children or the number of years their children had attended the school. The number of other children they had attending DCPS also did not impact on parents' level of satisfaction.

Parent Differences by Levels of Satisfaction

In the areas of social development and parent involvement, parents who were least satisfied, overall, and those who were most satisfied, overall, with their children's schools gave their highest and lowest ratings to the same school practices. These findings suggest that while parents differed in their levels of satisfaction, their rankings or hierarchy of satisfaction were similar in these school areas. For the academic program, both groups of parents gave their highest ratings to the schools' ability to teach the basic skills, but school practices rated lowest were different for each group; parents who were the least satisfied gave their lowest rating to schools' use of different methods in determining student performance, while parents who were the most satisfied gave their lowest rating to the helpfulness of school guidance counselors. It was noted further that more than one-half of parents with children at or below grade 3 were not certain about the practices of guidance counselors in the schools. For the area of school climate, both groups of parents held views that were completely opposite; the promptness of school administrators in taking action when problems occurred was rated lowest by the least satisfied parents but rated highest by the most satisfied parents; the least satisfied parents gave their highest rating to the friendliness of other students in the school, but this was rated lowest by the most satisfied parents. In rating the quality of school staff, parents who were the least satisfied, overall, felt teachers were up-to-date in the subjects they teach but also felt teachers were not encouraged to try new ways of teaching or to make learning exciting; parents who were the most satisfied felt that teachers were committed to students but were less satisfied with teachers' efforts to make learning exciting for students.

National Trends in Parental Satisfaction

Comparisons between DCPS parents and public school parents in other school districts across the nation revealed trends in parental perceptions that vary widely within urban districts, between elementary and secondary school levels, and between the general public and public school parents. For comparison purposes, the ratings of parents which fell within the top two rating categories on the various district surveys were examined. For example, among the parents surveyed for DCPS, nearly three-fourths (73.8%) rated their children's schools as "good" or "excellent". In comparison to Boston Public Schools (1993), which conducted a survey of 546 parents, DCPS parents were more satisfied with the schools; only 66% of the public school parents in Boston indicated they were "satisfied" or "very satisfied" with the schools. In Virginia Beach City Schools (1994), the 12,420 parents surveyed gave schools a 93% rate of endorsement; 45.1% of Virginia Beach parents reported they were "satisfied" and 47.9% were "very satisfied".

In DCPS, 77.1% of parents rated the elementary schools as "good" or "excellent", and up to 63.8% gave secondary school similar ratings. Among the 7,232 parents surveyed in Long Beach, California (Long Beach Unified Schools, 1994), ratings for elementary and secondary schools were similar to those given by DCPS parents and to those of the more than 2,000 parents surveyed in Austin, Texas (Galindo and Baenen, 1989). The majority (81.0%) of parents in Long Beach rated

their elementary schools as a "B" or above, while 83% of Austin parents rated the elementary schools as "effective" or "excellent". The senior high schools were similarly endorsed by 66% of parents in Long Beach and 65% of parents in Austin. Also, in the urban schools of Cleveland, Ohio (Cleveland Public Schools, 1994), parents of secondary students agreed or strongly agreed less often than elementary school parents that their children were receiving a quality education and that schools were safe.

The National Study of School Evaluation (NSSE) Parent Opinion Survey (Chase, 1983) included 5,085 parents across 22 states and found that schools were given an average rating of 3.27 on a scale of 1 to 5. While slightly lower than the 3.82 rating given by DCPS parents, the national rating also reflects that parents are only "moderately" satisfied with the overall performance of their schools.

The perception of the general public towards public schools was found to be lower than when schools were rated solely by public school parents. In a survey of 1,816 adults in Chicago, Illinois (Walberg, 1985), 63% of public school parents rated the public school system as "average" or above, while only 59% of the general public gave the system a similar rating. The most recent national Gallop Poll of the Public's Attitude Toward the Public Schools (Elam, Rose and Gallup, 1994), conducted with 1,326 adults, determined that 57% of adults gave schools a ratings of "A" or "B", while only 44% of the general public rated schools similarly. The PTA National Education Survey (Newsweek, 1993), conducted with 1,148 adults, also found that only 53% of the general public rated public schools at "B" or above. Although perceptions of the general public have not been examined for D.C. Public Schools, the present study found that nearly two-thirds (64.7%) of the parents surveyed would include their children's school among their top three choices in the city; further suggesting that parents' perceptions of schools city-wide are less positive relative to their perceptions of schools they are most involved and familiar with.

REFERENCES

Boston Public Schools (1985) Boston public schools parent/consumer survey: Preliminary results. Boston, MA: Boston Public Schools, Office of Planning, Research and Development

Chase, C.I. (1983). Assessing parent opinion about education. Bloomington, IL: Indiana University. ERIC ED 252 601

Cleveland Public Schools (1994) District survey: Perceptions of parents, students and staff: 1993-94 school year. Cleveland, OH: Cleveland Public Schools, Assessment and Accountability.

Elam, S.M., Rose, L.C., & Gallup, A.M. (1994). The 26th annual Phi Delta Kappa/gallup poll of the public's attitudes towards the public schools. Phi Delta Kappan, pp. 41-56.

Galindo, L. & Baenen, N. (1989). Views and viewpoints about AISD: Student, staff, and parent opinions, 1988-1989. Austin, Texas: Austin Independent School District, Office of Research and Evaluation. ERIC ED 312342

Hays, W.L. (1973) Statistics for the social sciences. (2nd edition) New York, NY: Holt, Rhinehart and Winston, Inc.

Long Beach Unified Schools (1994) Database survey results 1994. Long Beach, CA: Long Beach Unified School District, Research, Planning and Evaluation Office.

National PTA (1993). A study of attitudes and behavior regarding children's education: The third PTA national education survey. New York, NY: Newsweek, Inc. ERIC ED 369537

Virginia Beach City Schools (1994) School performance measures: Parent satisfaction survey. Virginia Beach, VA: Virginia Beach Public Schools, Educational Planning Center.

Walberg, H.J. & Hess, G.A. (1985). Chicagoans view their public schools. A public opinion survey. Chicago, IL: Chicago Panel on Public School Finances. ERIC ED 259 041

APPENDIX - A

PARENT RATINGS
BY
SCHOOL

TABLE A-1

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL LEVEL, CLUSTER AND WARD

(N=number of parents)	AVERAGE RATINGS (Maximum Rating = 5.0)						RATINGS BY PERCENT							
							General School Rating					Selected Among Top 3 School Choices		
	Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	Excellent	Good	Fair	Poor	No Opin	Yes	No	Not Sure
TOTAL DCPS (N=3,948)	**3.87**	**3.80**	**3.70**	**3.77**	**3.97**	**3.82**	**30.1**	**43.7**	**19.6**	**4.9**	**1.7**	**64.6**	**21.1**	**14.2**
School Level														
Elementary School (n=2,531)	3.96	3.87	3.74	3.82	4.06	3.89	32.5	44.6	17.5	3.7	1.6	66.3	19.1	14.6
Middle School (n= 165)	3.75	3.64	3.64	3.68	3.86	3.71	21.2	47.9	21.8	7.3	1.8	57.6	26.7	15.8
Jr. High School (n= 539)	3.71	3.77	3.66	3.65	3.80	3.71	28.2	40.9	22.9	5.6	2.4	60.4	25.7	13.8
Sr. High School (n= 470)	3.57	3.58	3.55	3.59	3.70	3.60	22.0	41.8	26.2	8.5	1.5	64.6	24.3	11.1
Special Education (n= 42)	4.07	4.06	3.66	3.87	4.12	3.95	45.2	26.2	19.0	7.1	2.4	0.0	0.0	0.0
Unassigned (n= 16)	4.21	4.10	4.02	3.82	4.01	4.03	56.3	18.8	18.8	6.3	0.0	62.5	25.0	12.5
Cluster														
One (n= 693)	3.84	3.64	3.70	3.73	3.96	3.78	26.0	42.8	23.0	6.5	1.6	56.2	28.1	15.7
Two (n= 664)	3.96	4.05	3.66	3.81	3.98	3.89	38.1	43.7	15.4	2.3	0.5	78.5	11.0	10.4
Three (n= 770)	3.88	3.78	3.73	3.77	4.01	3.83	30.5	43.3	19.4	5.0	1.8	61.8	22.7	15.5
Four (n= 343)	3.89	3.81	3.81	3.85	4.04	3.88	30.6	50.9	14.1	2.9	1.5	69.3	16.1	14.6
Five (n= 691)	3.88	3.79	3.74	3.79	3.98	3.84	31.7	40.3	19.9	5.5	2.6	66.4	20.1	13.5
Six (n= 562)	3.74	3.73	3.57	3.64	3.86	3.71	22.5	45.8	23.6	5.5	2.5	59.0	26.1	14.8
Unassigned (n= 40)	4.19	4.16	3.74	3.85	4.09	4.00	55.0	17.5	20.0	7.5	0.0	65.0	22.5	12.5
City Ward														
One (n= 346)	3.93	3.81	3.80	3.86	4.03	3.89	32.3	42.8	19.1	4.4	1.5	68.6	18.9	12.5
Two (n= 412)	3.83	3.89	3.74	3.81	3.84	3.82	33.7	42.1	19.6	3.2	1.5	72.5	14.7	12.8
Three (n= 393)	4.08	4.17	3.64	3.82	4.10	3.96	43.1	43.9	11.5	1.3	0.3	82.4	8.9	8.7
Four (n= 507)	3.72	3.72	3.54	3.63	3.86	3.69	22.4	44.4	24.6	5.9	2.8	58.6	26.5	14.9
Five (n= 528)	3.78	3.70	3.64	3.67	3.92	3.74	26.5	43.6	20.8	6.5	2.7	60.7	23.3	15.9
Six (n= 675)	3.94	3.79	3.77	3.84	4.08	3.89	31.1	45.0	18.4	4.7	0.8	63.7	21.9	14.3
Seven (n= 544)	3.90	3.79	3.76	3.80	4.02	3.85	29.3	43.7	20.5	4.2	2.2	63.0	22.0	15.0
Eight (n= 529)	3.82	3.65	3.71	3.72	3.97	3.77	27.1	43.8	20.5	6.8	1.7	56.4	27.1	16.5
Unassigned (n= 29)	4.15	4.14	3.95	3.86	4.04	4.03	58.6	17.2	17.2	6.9	0.0	69.0	20.7	10.3

NOTE: Unassigned includes Tuition Grants, Job Corps and/or Cooperative Programs

TABLE A-2

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (n=number of parents)	AVERAGE RATINGS (Maximum Rating = 5.0)						RATINGS BY PERCENT							
							General School Rating					Selected Among Top 3 School Choices		
	Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	Excellent	Good	Fair	Poor	No Opin	Yes	No	Not Sure
Elementary Schools														
Adams ES (n=12)	4.29	4.18	4.06	4.13	4.27	4.17	25.0	66.7	8.3	0.0	0.0	58.3	8.3	33.3
Aiton ES (n=26)	3.86	3.66	3.59	3.67	4.07	3.77	30.8	38.5	26.9	3.8	0.0	42.3	42.3	15.4
Amidon ES (n=21)	3.64	4.04	3.31	3.65	3.63	3.66	40.0	30.0	30.0	0.0	0.0	60.0	15.0	25.0
Bancroft ES (n=28)	3.85	3.74	3.64	3.82	3.90	3.79	28.6	50.0	17.9	3.6	0.0	67.9	21.4	10.7
Barnard ES (n=43)	3.61	3.46	3.26	3.56	3.94	3.57	7.1	26.2	54.8	4.8	7.1	31.0	54.8	14.3
Beers ES (n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Benning ES (n=20)	4.18	4.35	4.13	4.09	4.29	4.20	40.0	40.0	10.0	0.0	10.0	75.0	10.0	15.0
Birney ES (n=20)	4.11	3.55	3.93	3.88	4.01	3.89	21.1	57.9	15.8	0.0	5.3	20.0	45.0	35.0
Blow ES (n=32)	3.75	3.45	3.57	3.66	3.84	3.65	12.5	46.9	28.1	12.5	0.0	28.1	31.3	40.6
Bowen ES (n=15)	3.56	3.13	3.54	3.65	3.76	3.53	26.7	26.7	26.7	6.7	13.3	53.3	40.0	6.7
Brent ES (n=20)	3.83	4.29	3.63	3.76	4.09	3.92	55.0	30.0	15.0	0.0	0.0	85.0	15.0	0.0
Brightwood ES (n= 2)	4.20	4.40	4.77	4.20	4.90	4.49	50.0	50.0	0.0	0.0	0.0	50.0	0.0	5 0.0
Brookland ES (n=27)	4.05	4.05	3.84	3.82	4.00	3.95	25.9	66.7	3.7	3.7	0.0	70.4	14.8	14.8
Bruce-Monroe ES (n= 0)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Bunker Hill ES (n=22)	4.27	4.50	3.96	4.06	4.50	4.26	40.9	54.5	0.0	0.0	4.5	90.9	4.5	4.5
Burroughs ES (n=31)	4.08	4.12	3.79	3.83	4.18	4.00	38.7	25.8	25.8	0.0	9.7	64.5	16.1	19.4
Burrville ES (n=29)	4.31	4.08	3.89	3.99	4.17	4.09	55.2	27.6	10.3	6.9	0.0	69.0	13.8	17.2
Clark ES (n=17)	4.06	3.93	3.72	4.07	4.22	4.00	35.3	52.9	11.8	0.0	0.0	64.7	17.6	17.6
Cleveland ES (n= 8)	4.40	4.19	4.29	4.25	4.22	4.27	50.0	50.0	0.0	0.0	0.0	100.0	0.0	0.0
Cook, J.F. ES (n=11)	4.22	4.20	3.93	4.08	4.47	4.18	36.4	63.6	0.0	0.0	0.0	81.8	0.0	18.2
Cooke, H.D. ES (n=13)	3.96	3.85	3.68	3.98	4.16	3.93	25.0	41.7	33.3	0.0	0.0	61.5	15.4	23.1
Davis ES (n=23)	4.06	3.98	3.61	3.56	4.26	3.90	26.1	52.2	17.4	4.3	0.0	56.5	26.1	17.4
Draper ES (n=28)	4.16	3.83	4.06	3.99	4.12	4.03	35.7	42.9	17.9	3.6	0.0	64.3	21.4	14.3
Drew ES (n=13)	3.80	3.47	3.70	3.81	3.56	3.67	23.1	38.5	23.1	15.4	0.0	53.8	23.1	23.1
Eaton ES (n=37)	4.33	4.44	3.79	4.01	4.42	4.20	54.1	40.5	5.4	0.0	0.0	97.3	0.0	2.7
Emery ES (n=28)	3.57	3.65	3.31	3.60	4.00	3.62	14.3	42.9	28.6	10.7	3.6	53.6	17.9	28.6
Ferebee-Hope ES (n=15)	3.89	3.74	3.57	3.56	3.89	3.73	33.3	53.3	13.3	0.0	0.0	66.7	33.3	0.0
Fletcher-Johnson CS (n=33)	3.61	3.56	3.49	3.63	3.98	3.66	21.2	39.4	27.3	9.1	3.0	40.6	46.9	12.5
Fort Lincoln ES (n=24)	3.43	3.54	3.56	3.68	4.00	3.64	25.0	45.8	20.8	8.3	0.0	66.7	20.8	12.5

TABLE A-2
Continued

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (Number of Parents)		AVERAGE RATINGS (Maximum Rating=5.0)						RATINGS BY PERCENT							
								General School Rating					Selected Among Top 3 School Choices		
		Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	Excellent	Good	Fair	Poor	No Opin	Yes	No	Not Sure
Gage-Eckington ES	(n=14)	4.42	4.27	4.21	4.31	4.60	4.36	64.3	21.4	14.3	0.0	0.0	92.9	7.1	0.0
Garfield ES	(n=18)	4.16	3.95	3.88	3.88	4.23	4.02	50.0	33.3	16.7	0.0	0.0	77.8	5.6	16.7
Garrison ES	(n=24)	4.42	4.25	4.19	4.15	4.35	4.27	62.5	25.0	12.5	0.0	0.0	79.2	4.2	16.7
Green ES	(n=13)	3.91	3.66	3.78	3.73	3.90	3.80	30.8	30.8	23.1	7.7	7.7	38.5	23.1	38.5
Harris, C.W. ES	(n=30)	4.06	3.86	3.98	3.95	4.17	4.00	40.0	43.3	13.3	0.0	3.3	80.0	10.0	10.0
Harris, P.R. CS	(n=30)	3.42	3.42	3.54	3.63	3.81	3.56	16.7	46.7	16.7	20.0	0.0	36.7	43.3	20.0
Harrison ES	(n=13)	4.13	4.26	4.04	3.85	4.17	4.09	38.5	46.2	7.7	7.7	0.0	92.3	0.0	7.7
Hearst ES	(n=16)	4.46	4.37	4.02	4.17	4.60	4.32	68.8	31.3	0.0	0.0	0.0	100.0	0.0	0.0
Hendley ES	(n=14)	3.95	3.82	3.84	3.81	4.11	3.91	21.4	71.4	7.1	0.0	0.0	71.4	14.3	14.3
Houston ES	(n=27)	4.03	4.02	3.92	4.08	4.03	4.01	40.7	44.4	11.1	3.7	0.0	88.9	3.7	7.4
Hyde ES	(n=20)	3.99	4.10	3.57	3.99	4.16	3.96	25.0	55.0	15.0	5.0	0.0	80.0	10.0	10.0
Janney ES	(n=61)	4.34	4.20	3.77	3.89	4.25	4.09	54.1	37.7	6.6	1.6	0.0	85.2	6.6	8.2
Keene ES	(n=20)	4.01	3.85	3.71	3.75	4.07	3.87	25.0	70.0	5.0	0.0	0.0	60.0	5.0	3 5.0
Kenliworth ES	(n=17)	4.04	3.97	3.68	3.67	4.20	3.91	35.3	41.2	17.6	5.9	0.0	70.6	23.5	5.9
Ketcham ES	(n=26)	4.12	3.92	3.82	4.08	4.40	4.07	26.9	38.5	34.6	0.0	0.0	61.5	23.1	15.4
Key ES	(n=13)	3.38	4.03	3.16	3.66	3.92	3.63	30.8	38.5	30.8	0.0	0.0	69.2	15.4	15.4
Kimball ES	(n= 1)	4.00	4.80	4.11	4.80	0.00	4.42	100.0	0.0	0.0	0.0	0.0	100.0	0.0	0.0
King, M.L. ES	(n=39)	4.32	4.26	4.01	4.03	4.36	4.20	46.2	41.0	12.8	0.0	0.0	82.1	7.7	10.3
Kingsman ES	(n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Lafayette ES	(n=51)	3.78	4.04	3.42	3.63	3.76	3.73	31.4	49.0	19.6	0.0	0.0	78.4	13.7	7.8
Langdon ES	(n=16)	4.00	3.63	3.75	3.70	3.54	3.72	43.8	18.8	37.5	0.0	0.0	60.0	33.3	6.7
LaSalle ES	(n=25)	3.77	3.68	3.52	3.72	3.93	3.72	20.0	60.0	20.0	0.0	0.0	64.0	16.0	20.0
Leckie ES	(n=36)	3.62	3.58	3.53	3.61	3.89	3.65	22.2	47.2	25.0	5.6	0.0	61.1	33.3	5.6
Lewis ES	(n=13)	4.40	4.27	4.19	4.13	4.38	4.27	53.8	38.5	7.7	0.0	0.0	92.3	0.0	7.7
Ludlow-Taylor ES	(n=18)	3.68	3.53	3.67	3.56	3.80	3.65	22.2	38.9	33.3	5.6	0.0	44.4	33.3	22.2
Malcolm X ES	(n=38)	4.19	3.94	4.07	3.95	4.16	4.06	47.4	39.5	10.5	2.6	0.0	84.2	7.9	7.9
Mann ES	(n=29)	4.33	4.03	3.77	3.88	4.18	4.04	48.3	37.9	10.3	3.4	0.0	82.8	13.8	3.4
Maury ES	(n=13)	4.11	4.21	3.95	4.04	4.33	4.14	53.8	30.8	0.0	7.7	7.7	76.9	15.4	7.7
McGogney ES	(n=22)	4.00	3.73	3.68	3.77	4.05	3.85	9.1	59.1	22.7	4.5	4.5	31.8	31.8	36.4
Merritt ES	(n=24)	3.60	3.47	3.53	3.60	3.67	3.58	16.7	41.7	33.3	4.2	4.2	54.2	29.2	16.7
Meyer ES	(n=18)	4.03	4.08	3.77	3.93	4.08	3.98	38.9	44.4	11.1	5.6	0.0	66.7	22.2	11.1

TABLE A-2
Continued

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (Number of Parents)		AVERAGE RATINGS (Maximum Rating=5.0) Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	RATINGS BY PERCENT General School Rating Excellent	Good	Fair	Poor	No Opin	Selected Among Top 3 School Choices Yes	No	Not Sure
Miner ES	(n=26)	4.11	3.96	3.96	3.78	4.18	4.00	26.9	53.8	11.5	3.8	3.8	50.0	23.1	26.9
Montgomery ES	(n=34)	3.75	3.72	3.73	3.62	3.60	3.68	33.3	42.4	15.2	3.0	6.1	69.7	9.1	21.2
Moten ES	(n=12)	3.78	3.70	3.42	3.61	4.18	3.74	25.0	50.0	8.3	16.7	0.0	50.0	50.0	0.0
Murch ES	(n=50)	4.19	4.26	3.54	3.65	4.03	3.93	40.0	50.0	6.0	4.0	0.0	74.0	10.0	16.0
Nalle ES	(n=20)	4.16	3.76	3.66	3.87	4.18	3.92	25.0	65.0	5.0	5.0	0.0	65.0	15.0	20.0
Noyes ES	(n=19)	4.03	3.91	3.87	3.86	4.22	3.98	26.3	42.1	26.3	0.0	5.3	36.8	26.3	36.8
Orr ES	(n=24)	4.14	3.98	3.91	3.90	3.93	3.97	25.0	58.3	16.7	0.0	0.0	66.7	29.2	4.2
Oyster ES	(n=27)	4.20	4.01	3.86	4.09	4.17	4.07	33.3	63.0	3.7	0.0	0.0	92.6	3.7	3.7
Park View ES	(n=23)	3.91	3.72	3.81	3.85	4.00	3.85	27.3	50.0	18.2	0.0	4.5	68.2	18.2	13.6
Patterson ES	(n=16)	3.63	3.66	3.27	3.27	4.05	3.57	25.0	43.8	12.5	18.8	0.0	56.3	25.0	18.8
Payne ES	(n=34)	4.05	3.80	3.77	3.98	4.26	3.97	29.4	41.2	26.5	2.9	0.0	58.8	26.5	14.7
Peabody ES	(n=13)	4.09	3.50	3.73	3.84	4.30	3.89	38.5	61.5	0.0	0.0	0.0	84.6	0.0	15.4
Petworth ES	(n=10)	3.92	3.78	3.72	3.96	4.04	3.88	60.0	10.0	20.0	10.0	0.0	50.0	20.0	30.0
Plummer ES	(n=23)	3.84	3.86	3.80	3.96	3.93	3.88	21.7	52.2	26.1	0.0	0.0	65.2	17.4	17.4
Powell ES	(n=25)	4.10	4.14	4.00	3.97	4.04	4.05	12.0	68.0	8.0	0.0	12.0	64.0	12.0	24.0
Randle Highlands ES	(n=16)	4.22	3.76	3.88	3.93	4.23	4.00	31.3	31.3	37.5	0.0	0.0	68.8	18.8	12.5
Raymond ES	(n=33)	3.96	3.82	3.82	3.87	4.13	3.92	27.3	45.5	12.1	6.1	9.1	78.8	15.2	6.1
Reed ES	(n=21)	4.18	3.81	3.99	4.15	4.09	4.04	42.9	42.9	14.3	0.0	0.0	95.2	4.8	0.0
Richardson ES	(n=13)	4.12	3.90	4.04	4.09	4.07	4.04	30.8	61.5	0.0	0.0	7.7	84.6	15.4	0.0
River Terrace ES	(n=15)	3.78	4.01	3.58	3.74	4.13	3.85	46.7	26.7	26.7	0.0	0.0	66.7	20.0	13.3
Ross ES	(n= 7)	3.96	4.17	3.60	3.71	3.93	3.86	14.3	57.1	28.6	0.0	0.0	71.4	28.6	0.0
Rudolph ES	(n=25)	3.77	3.72	3.61	3.63	4.00	3.74	36.0	36.0	20.0	8.0	0.0	56.0	40.0	4.0
Savoy ES	(n=19)	4.32	3.98	4.14	3.82	4.27	4.12	26.3	73.7	0.0	0.0	0.0	66.7	11.1	22.2
Seaton ES	(n=14)	3.74	3.88	3.73	3.83	3.80	3.80	30.8	53.8	7.7	7.7	0.0	76.9	15.4	7.7
Shadd ES	(n=17)	4.14	3.85	3.94	4.16	4.37	4.09	31.3	43.8	12.5	6.3	6.3	50.0	18.8	31.3
Shaed ES	(n=28)	4.17	3.88	3.65	3.72	4.20	3.90	35.7	42.9	14.3	7.1	0.0	64.3	32.1	3.6
Shepherd ES	(n=37)	3.52	3.52	3.45	3.52	3.94	3.59	13.5	51.4	27.0	8.1	0.0	67.6	21.6	10.8
Simon ES	(n=14)	4.09	3.97	3.86	3.97	4.21	4.02	50.0	35.7	14.3	0.0	0.0	78.6	14.3	7.1
Slater-Langston ES	(n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Slowe ES	(n=28)	4.05	3.95	3.81	3.88	4.13	3.96	42.9	35.7	14.3	3.6	3.6	78.6	10.7	10.7

TABLE A-2
Continued

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (Number of Parents)		AVERAGE RATINGS (Maximum Rating=5.0) Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	RATINGS BY PERCENT — General School Rating: Excellent	Good	Fair	Poor	No Opin	Selected Among Top 3 School Choices: Yes	No	Not Sure
Smothers ES	(n=17)	3.96	4.03	3.50	3.85	4.01	3.87	18.8	37.5	37.5	0.0	6.3	56.3	43.8	0.0
Stanton ES	(n=14)	3.78	3.34	3.55	3.47	3.60	3.55	14.3	35.7	28.6	21.4	0.0	61.5	30.8	7.7
Stevens ES	(n=24)	4.15	3.86	4.02	3.94	4.06	4.00	50.0	29.2	20.8	0.0	0.0	75.0	0.0	25.0
Stoddert ES	(n=17)	4.03	4.21	3.53	3.90	4.21	3.98	41.2	47.1	5.9	0.0	5.9	64.7	5.9	29.4
Syphax ES	(n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Takoma ES	(n= 31)	3.70	4.07	3.50	3.67	3.74	3.74	33.3	43.3	20.0	3.3	0.0	71.0	16.1	12.9
TerrellES	(n=20)	3.78	3.89	3.71	3.82	4.02	3.84	40.0	45.0	15.0	0.0	0.0	80.0	15.0	5.0
Thomas ES	(n=30)	3.93	3.87	3.96	4.02	4.12	3.98	33.3	53.3	10.0	30.3	0.0	70.0	10.0	20.0
Thomson ES	(n=18)	3.94	4.01	3.96	4.11	4.04	4.01	44.4	33.3	22.2	0.0	0.0	66.7	16.7	16.7
Truesdell ES	(n=24)	3.76	3.56	3.52	3.64	3.94	3.68	33.3	33.3	25.0	4.2	4.2	66.7	20.8	12.5
Tubman ES	(n=24)	3.75	3.62	3.59	3.60	3.79	3.67	22.7	68.2	9.1	0.0	0.0	75.0	16.7	8.3
Turner ES	(n=25)	3.80	3.50	3.59	3.69	3.89	3.69	33.3	16.7	41.7	8.3	0.0	54.2	20.8	25.0
Tyler ES	(n=14)	3.78	4.02	3.61	3.77	4.28	3.89	7.1	85.7	7.1	0.0	0.0	57.1	35.7	7.1
Van Ness ES	(n=13)	3.96	3.78	3.78	4.01	4.09	3.93	25.0	58.3	16.7	0.0	0.0	69.2	15.4	15.4
Walker-Jones ES	(n=30)	3.89	3.87	3.86	3.84	4.03	3.90	13.3	70.0	16.7	0.0	0.0	70.0	20.0	10.0
Watkins ES	(n=47)	4.12	3.88	3.91	4.03	4.31	4.05	34.8	52.2	6.5	6.5	0.0	74.5	14.9	10.6
Webb ES	(n=22)	3.61	3.55	3.45	3.50	3.68	3.56	27.3	45.5	9.1	13.6	4.5	45.5	27.3	27.3
West ES	(n=19)	4.17	4.13	3.98	3.97	4.15	4.08	42.1	52.6	5.3	0.0	0.0	78.9	15.8	5.3
Wheatley ES	(n=30)	3.94	3.92	3.90	3.85	4.14	3.95	34.5	48.3	17.2	0.0	0.0	66.7	6.7	26.7
Whittier ES	(n=29)	3.65	3.55	3.50	3.55	3.96	3.64	17.2	37.9	37.9	3.4	3.4	34.5	37.9	27.6
Wilkinson ES	(n=15)	4.04	3.68	3.87	4.28	4.26	4.02	33.3	53.3	6.7	6.7	0.0	66.7	20.0	13.3
Wilson, J.O. ES	(n=26)	3.92	3.63	3.80	3.86	4.10	3.86	42.3	26.9	26.9	3.8	0.0	57.7	26.9	15.4
Winston EC	(n=20)	3.75	3.58	3.65	3.74	3.93	3.73	20.0	35.0	35.0	5.0	5.0	35.0	40.0	25.0
Woodridge ES	(n=15)	3.65	3.58	3.63	3.60	3.68	3.63	33.3	53.3	13.3	0.0	0.0	73.3	13.3	13.3
Young ES	(n=24)	3.76	3.33	3.57	3.62	3.67	3.58	16.7	33.3	29.2	16.7	4.2	45.8	33.3	20.8

TABLE A-2
Continued

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (Number of Parents)	AVERAGE RATINGS (Maximum Rating=5.0)						RATINGS BY PERCENT							
							General School Rating					Selected Among Top 3 School Choices		
	Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	Excellent	Good	Fair	Poor	No Opin	Yes	No	Not Sure
Middle Schools														
Backus MS (n=16)	3.42	3.20	3.53	3.46	3.61	3.44	18.8	31.3	37.5	12.5	0.0	37.5	43.8	18.8
Garnet-Patterson MS (n=15)	3.65	3.18	3.50	3.52	3.81	3.53	6.7	26.7	53.3	6.7	6.7	26.7	46.7	26.7
Hardy MS (n =13)	3.81	4.10	3.22	3.58	4.03	3.75	15.4	53.8	30.8	0.0	0.0	53.8	30.8	1 5.4
Lincoln MS (n=16)	3.77	3.13	3.93	4.11	4.10	3.81	12.5	56.3	12.5	12.5	6.3	50.0	31.3	18.8
Roper MS (n=33)	4.09	4.11	4.03	3.88	4.04	4.03	39.4	48.5	9.1	3.0	0.0	84.8	6.1	9.1
Sousa MS (n=27)	3.77	3.57	3.55	3.62	3.73	3.65	18.5	44.4	29.6	7.4	0.0	44.4	37.0	18.5
Stuart-Hobson MS (n=28)	3.72	3.72	3.60	3.72	3.83	3.72	21.4	64.3	10.7	3.6	0.0	82.1	7.7	10.3
Terrell MS (n=14)	3.44	3.30	3.46	3.48	3.58	3.45	21.4	42.9	28.6	7.1	0.0	42.9	50.0	7.1
Jr. High Schools														
Browne JHS (n=23)	3.43	3.22	3.50	3.48	3.60	3.45	18.2	40.9	27.3	13.6	0.0	43.5	43.5	13.0
Deal JHS (n=75)	3.81	4.16	3.64	3.73	3.93	3.86	41.9	40.5	16.2	1.4	0.0	85.3	9.3	5.3
Douglass JHS (n=12)	3.48	3.46	3.59	3.38	3.86	3.55	8.3	41.7	33.3	8.3	8.3	33.3	33.3	33.3
Eliot JHS (n=24)	3.82	3.73	3.79	3.77	3.79	3.78	20.8	54.2	12.5	8.3	4.2	58.3	20.8	20.8
Evans JHS (n=16)	3.06	3.18	3.16	3.03	3.62	3.21	12.5	25.0	37.5	18.8	6.3	31.3	56.3	12.5
Francis JHS (n=36)	3.50	3.45	3.44	3.45	3.40	3.45	11.1	38.9	36.1	13.9	0.0	57.1	22.9	20.0
Hart JHS (n=35)	3.60	3.51	3.60	3.69	3.80	3.64	14.3	48.6	20.0	8.6	8.6	45.7	45.7	8.6
Hine JHS (n=49)	4.09	4.13	3.97	3.96	4.16	4.06	59.2	32.7	8.2	0.0	0.0	81.6	14.3	4.1
Jefferson JHS (n=54)	3.87	4.06	3.95	3.78	3.68	3.87	33.3	48.1	16.7	1.9	0.0	77.4	15.1	7.5
Johnson JHS (n=17)	3.48	2.97	3.53	3.36	3.71	3.41	17.6	35.3	35.3	5.9	5.9	35.3	41.2	23.5
Kramer JHS (n=15)	3.54	3.49	3.64	3.74	4.21	3.72	26.7	33.3	26.7	6.7	6.7	46.7	33.3	20.0
Langley JHS (n=18)	3.71	3.70	3.56	3.47	3.69	3.62	11.1	50.0	38.9	0.0	0.0	38.9	27.8	33.3
MacFarland JHS (n=17)	3.50	3.61	3.39	3.32	3.68	3.50	17.6	47.1	11.8	17.6	5.9	58.8	29.4	11.8
Miller JHS (n=25)	3.43	2.96	3.39	3.30	3.61	3.34	12.0	32.0	40.0	8.0	8.0	36.0	44.0	20.0
Paul JHS (n=55)	3.74	3.84	3.55	3.52	3.70	3.67	21.8	45.5	29.1	3.6	0.0	57.4	24.1	18.5
Shaw JHS (n=44)	3.96	4.09	3.95	3.99	3.91	3.98	45.5	34.1	15.9	0.0	4.5	72.7	13.6	13.6
Taft JHS (n=27)	3.63	3.33	3.52	3.62	3.95	3.61	19.2	42.3	19.2	15.4	3.8	44.4	37.0	18.5

TABLE A-2
Continued

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (Number of Parents)	AVERAGE RATINGS (Maximum Rating=5.0)						RATINGS BY PERCENT							
							General School Rating					Selected Among Top 3 School Choices		
	Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	Excellent	Good	Fair	Poor	No Opin	Yes	No	Not Sure
Sr. High Schools														
Anacostia SHS (n=21)	3.65	3.19	3.42	3.48	3.55	3.46	14.3	33.3	42.9	9.5	0.0	61.9	38.1	0.0
Ballou SHS (n=67)	3.26	3.12	3.34	3.39	3.48	3.32	10.4	32.8	38.8	16.4	1.5	40.3	38.8	20.9
Ballou Stay SHS (n= 4)	4.00	3.90	4.13	4.00	3.90	3.98	25.0	50.0	25.0	0.0	0.0	50.0	25.0	25.0
Banneker SHS (n=32)	4.12	4.60	4.21	4.13	4.20	4.25	65.6	31.3	3.1	0.0	0.0	100.0	0.0	0.0
Bell Mult. SHS (n=13)	3.61	3.52	3.55	3.69	4.04	3.68	15.4	15.4	61.5	7.7	0.0	61.5	30.8	7.7
Burdick CDC (n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Cardozo SHS (n=31)	3.52	3.38	3.47	3.46	3.49	3.46	13.3	43.3	23.3	16.7	3.3	46.7	30.0	23.3
Chamberlain SHS (n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Coolidge SHS (n=32)	3.48	3.70	3.46	3.51	3.46	3.52	15.6	50.0	34.4	0.0	0.0	68.8	28.1	3.1
DC Street SHS (n= 8)	3.50	3.72	3.40	3.25	3.47	3.47	12.5	37.5	25.0	12.5	12.5	62.5	37.5	0.0
Dunbar SHS (n=26)	3.73	3.65	3.89	3.98	3.80	3.81	26.9	61.5	11.5	0.0	0.0	80.8	7.7	11.5
Eastern SHS (n= 1)	2.40	2.60	3.22	3.20	4.40	3.16	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0
Ellington Arts (n=32)	3.52	3.85	3.38	3.75	3.85	3.67	28.1	43.8	25.0	3.1	0.0	90.6	6.3	3.1
McKinley SHS (n=33)	3.38	3.36	3.35	3.29	3.61	3.40	12.1	48.5	21.2	15.2	3.0	57.6	39.4	3.0
Phelps SHS (n=14)	3.73	3.51	3.39	3.45	3.92	3.60	21.4	42.9	21.4	14.3	0.0	64.3	21.4	14.3
Roosevelt SHS (n=40)	3.17	3.14	3.14	3.21	3.26	3.18	7.5	35.0	30.0	25.0	2.5	42.5	42.5	15.0
Sch W/O Walls SHS (n=21)	3.85	4.07	3.58	3.96	3.86	3.86	42.9	47.6	4.8	4.8	0.0	90.5	4.8	4.8
Spingarn SHS (n=15)	3.65	3.81	3.59	3.54	3.85	3.69	33.3	26.7	40.0	0.0	0.0	60.0	40.0	0.0
Spingarn Stay SHS (n= 7)	3.42	3.25	3.34	3.17	3.40	3.32	42.9	0.0	28.6	0.0	28.6	57.1	14.3	28.6
Washington Dix SHS (n= 1)	3.80	3.00	3.44	3.40	3.40	3.40	0.0	0.0	100.0	0.0	0.0	0.0	100.0	0.0
Washington, M SHS (n=15)	3.68	3.60	3.63	3.66	3.80	3.67	26.7	40.0	26.7	6.7	0.0	73.3	13.3	13.3
Wilson SHS (n= 2)	3.90	4.10	3.94	4.00	4.40	4.06	50.0	50.0	0.0	0.0	0.0	100.0	0.0	0.0
Woodson SHS (n=55)	3.84	3.82	3.89	3.79	4.03	3.87	25.5	56.4	18.2	0.0	0.0	72.7	10.9	16.4

TABLE A-2
Continued

AVERAGE AND PERCENT RATINGS FOR SCHOOL AREAS BY SCHOOL

School Name (Number of Parents)	AVERAGE RATINGS (Maximum Rating-5.0)						RATINGS BY PERCENT							
							General School Rating					Selected Among Top 3 School Choices		
	Quality of Staff	School Climate	Academic Program	Social Development & Extra Curr	Parent Involvement	Overall Rating	Excellent	Good	Fair	Poor	No Opin	Yes	No	Not Sure
Special Education Schools														
Gibbs PACE (n=17)	4.10	3.91	4.01	4.04	4.42	4.10	35.3	41.2	17.6	5.9	0.0	76.5	5.9	17.6
Lee Sp Ed (n= 9)	4.24	4.26	3.03	3.73	4.22	3.90	44.4	22.2	22.2	11.1	0.0	55.6	33.3	11.1
Prospect LC (n= 4)	4.55	4.20	4.47	4.60	4.80	4.52	75.0	25.0	0.0	0.0	0.0	100.0	0.0	0.0
Sharpe Health (n=14)	3.75	3.77	3.59	3.67	3.90	3.74	21.4	42.9	21.4	7.1	7.1	64.3	28.6	7.1
Tuition Grants (n=13)	4.09	4.20	3.86	3.92	4.07	4.03	61.5	15.4	15.4	7.7	0.0	76.9	15.4	7.7
Job Corps														
Webster JC (n=16)	4.21	4.10	4.02	3.82	4.01	4.03	56.3	18.8	18.8	6.3	0.0	62.5	25.0	12.5
Cooperative Programs														
Rose School (n= 2)	4.40	4.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	50.0	0.0	50.0
Senate Page SHS (n= 0)	0.00	0.00	0.00	0.00	0.00	0.00	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Unidentified														
Schools Not Identified (n=185)	3.79	3.70	3.66	3.69	3.83	3.73	24.6	47.0	20.2	6.6	1.6	59.0	23.0	18.0

APPENDIX - B

PARENT RATINGS
ON
QUALITY OF SCHOOL STAFF

TABLE B-1a

PARENT RATINGS ON QUALITY OF SCHOOL STAFF BY STUDENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.87	.81	
STUDENT CHARACTERISTICS				
RACE/ETHNIC GROUP	(df=5, 372)			.63 (n.s.)
AFRICAN-AMERICAN		3.78	.86	
ASIAN-AMERICAN		4.22	.40	
EUROPEAN-AMERICAN		3.81	.79	
HISPANIC		3.90	.46	
NATIVE AMERICAN		3.73	.81	
OTHER		3.74	.84	
GENDER	(df=1, 376)			.72 (n.s.)
MALE		3.76	.82	
FEMALE		3.82	.83	
AGE LEVEL	(df=4, 373)			1.66 (n.s.)
EARLY CHILDHOOD	(4-6 YRS)	4.06	.76	
MIDDLE CHILDHOOD	(7-9 YRS)	3.84	.74	
LATE CHILDHOOD	(10-12 YRS)	3.73	.89	
ADOLESCENCE	(13-17 YRS)	3.70	.87	
EMERGING ADULT	(18-21 YRS)	3.58	.74	
ACHIEVEMENT LEVEL	(df=3, 339)			15.33 ***
As AND Bs		4.01	.73	
Bs AND Cs		3.72	.74	
Cs AND Ds		3.33	.89	
Ds AND Fs		2.78	.98	
LENGTH OF ATTENDANCE	(df=2, 340)			1.18 (n.s.)
LESS THAN 1 YEAR		3.94	.89	
1 TO 3 YEARS		3.82	.77	
4 OR MORE YEARS		3.67	.94	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

BEST COPY AVAILABLE

TABLE B-1b

PARENT RATINGS ON QUALITY OF SCHOOL STAFF BY PARENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.87	.81	
PARENT CHARACTERISTICS				
RELATIONSHIP	(df=3, 354)			1.14 (n.s.)
MOTHER/STEPMOTHER		3.77	.84	
FATHER/STEPFATHER		3.81	.80	
GRANDPARENT		3.95	.73	
OTHER GUARDIAN		3.50	1.08	
EDUCATION LEVEL	(df=4, 353)			.10 (n.s.)
DID NOT GRADUATE FROM HIGH SCH		3.79	.85	
HIGH SCHOOL GRADUATE		3.76	.81	
POST-SECONDARY EDUCATION COURSES		3.82	.91	
COLLEGE GRADUATE (4-YR DEGREE)		3.71	.90	
GRADUATE OR PROFESSIONAL DEGREE		3.77	.82	
INCOME OF HOUSEHOLD	(df=4, 353)			2.44 *
BELOW $10,000		3.97	.64	
FROM $10,000 TO $24,999		3.76	.86	
FROM $25,000 TO $39,999		3.66	.91	
FROM $40,000 TO $54,999		3.89	.75	
$55,000 OR MORE		3.63	.90	
NUMBER OF OTHER CHILDREN ATTENDING D.C. PUBLIC SCHOOLS	(df=2, 340)			2.00 (n.s.)
NONE		3.81	.80	
1 TO 3		3.76	.84	
4 TO 6		4.32	.52	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

TABLE B-2a

RATINGS OF "LEAST SATISFIED" PARENTS ON

QUALITY OF STAFF

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
1. The principal and teachers at my child's school seem to work well together.	3.06 (Rank)(3)	11.2	20.8	41.5	3.9	22.6
2. My child's teachers are up-to-date about things that are happening in the subjects they teach.	3.29 (1)	7.1	16.8	50.0	5.2	20.9
3. My child's teachers are able to make learning exciting and fun.	2.94 (4)	11.1	27.4	34.7	4.5	22.3
4. The principal in my child's school encourages teachers to try new ways of teaching and seems open to new ideas.	2.86 (5)	12.5	18.1	19.8	4.6	45.0
5. My child's teachers are committed to teaching my child.	3.24 (2)	9.5	18.0	46.4	7.0	19.1
OVERALL AREA RATING	3.08					

TABLE B-2b

RATINGS OF "MOST SATISFIED" PARENTS ON

QUALITY OF STAFF

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
1. The principal and teachers at my child's school seem to work well together.	4.61 (Rank)(2)	0.2	0.9	31.9	65.2	1.8
2. My child's teachers are up-to-date about things that are happening in the subjects they teach.	4.58 (4)	0.1	0.3	36.4	61.1	2.1
3. My child's teachers are able to make learning exciting and fun.	4.52 (5)	0.0	0.7	39.4	56.6	3.3
4. The principal in my child's school encourages teachers to try new ways of teaching and seems open to new ideas.	4.41 (3)	0.4	0.8	32.2	55.3	11.2
5. My child's teachers are committed to teaching my child.	4.70 (1)	0.1	0.2	26.4	72.0	1.3
OVERALL AREA RATING	4.56					

BEST COPY AVAILABLE

FIGURES 1A-1C

PARENT RATINGS ON QUALITY OF STAFF BY ADMINISTRATIVE UNITS

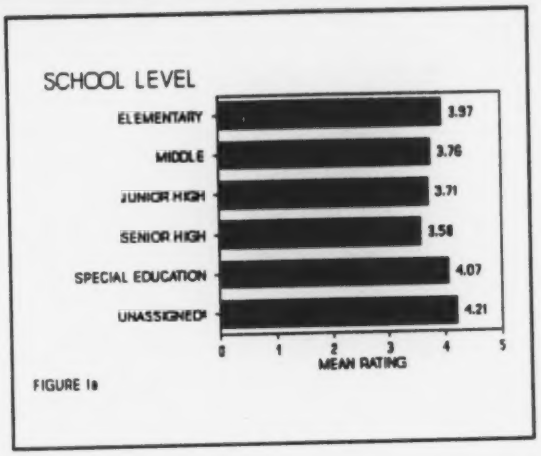


FIGURE 1a

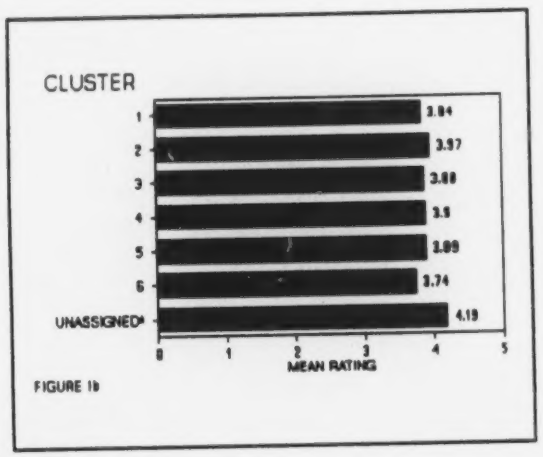


FIGURE 1b

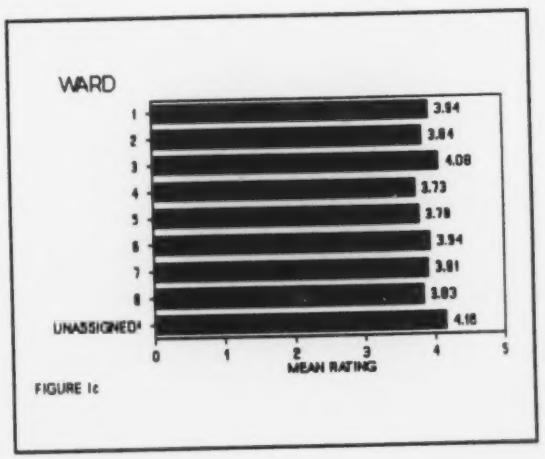


FIGURE 1c

NOTE: *UNASSIGNED INCLUDES TUITION GRANTS, JOB CORPS, AND/OR COOPERATIVE PROGRAMS

APPENDIX - C

PARENT RATINGS
ON
SCHOOL CLIMATE

TABLE C-1a

PARENT RATINGS ON SCHOOL CLIMATE BY STUDENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.80	.81	
STUDENT CHARACTERISTICS				
RACE/ETHNIC GROUP	(df=5, 373)			1.71 (n.s.)
AFRICAN-AMERICAN		3.74	.81	
ASIAN-AMERICAN		4.14	.72	
EUROPEAN-AMERICAN		3.80	.65	
HISPANIC		3.68	.53	
NATIVE AMERICAN		3.32	.89	
OTHER		3.43	1.03	
GENDER	(df=1, 377)			.03 (n.s.)
MALE		3.72	.79	
FEMALE		3.72	.82	
AGE LEVEL	(df=4, 374)			.40 (n.s.)
EARLY CHILDHOOD (4-6 YR)		3.71	.84	
MIDDLE CHILDHOOD (7-9 YR)		3.80	.73	
LATE CHILDHOOD (10-12 YR)		3.73	.81	
ADOLESCENCE (13-17 YR)		3.67	.83	
EMERGING ADULT (18-21 YR)		3.60	.90	
ACHIEVEMENT LEVEL	(df=3 ,340)			6.28 ***
As AND Bs		3.89	.76	
Bs AND Cs		3.67	.77	
Cs AND Ds		3.37	.74	
Ds AND Fs		3.33	.87	
LENGTH OF ATTENDANCE	(df=2, 341)			.28 (n.s.)
LESS THAN 1 YEAR		3.82	.74	
1 TO 3 YEARS		3.73	.82	
4 OR MORE YEARS		3.66	.79	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

BEST COPY AVAILABLE

TABLE C-1b

PARENT RATINGS ON SCHOOL CLIMATE BY PARENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.80	.81	
PARENT CHARACTERISTICS				
RELATIONSHIP	(df=3, 355)			1.44 (n.s.)
MOTHER/STEPMOTHER		3.70	.79	
FATHER/STEPFATHER		3.94	.87	
GRANDPARENT		3.83	.87	
OTHER GUARDIAN		3.44	.34	
EDUCATION LEVEL	(df=4, 354)			.44 (n.s.)
DID NOT GRADUATE FORM HIGH SCH		3.62	.70	
HIGH SCHOOL GRADUATE		3.69	.78	
POST-SECONDARY EDUCATION COURSES		3.72	.84	
COLLEGE GRADUATE (4-YR DEGREE)		3.87	.92	
GRADUATE OR PROFESSIONAL DEGREE		3.70	.81	
INCOME OF HOUSEHOLD	(df=4, 354)			.C3 (n.s.)
BELOW $10,000		3.78	.71	
FROM $10,000 TO $24,999		3.71	.79	
FROM $25,000 TO $39,999		3.63	.88	
FROM $40,000 TO $54,999		3.76	.79	
$55,000 OR MORE		3.78	.90	
NUMBER OF OTHER CHILDREN ATTENDING D.C. PUBLIC SCHOOLS	(df=2, 341)			.78 (n.s.)
NONE		3.71	.77	
1 TO 3		3.71	.82	
4 TO 6		4.05	.85	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

TABLE C-2a

RATINGS OF "LEAST SATISFIED" PARENTS ON
SCHOOL CLIMATE

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
6. My child's school is an orderly place.	2.88 (Rank)(5)	16.8	27.7	39.0	5.3	11.2
7. My child's school is a safe place to learn.	3.02 (3)	13.2	25.0	42.1	5.5	14.1
8. Students in my child's school are friendly towards my child.	3.28 (1)	8.7	17.9	49.3	7.2	16.8
9. The school administrators at my child's school take prompt action when problems occur.	2.94 (4)	15.5	23.0	34.7	6.5	20.3
10. My child's school building and grounds are neat and well maintained.	3.26 (2)	10.6	20.0	50.7	8.3	10.4
OVERALL AREA RATING	3.08					

TABLE C-2b

RATINGS OF "MOST SATISFIED" PARENTS ON
SCHOOL CLIMATE

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
6. My child's school is an orderly place.	4.45 (Rank)(3)	0.6	2.2	40.2	54.3	2.7
7. My child's school is a safe place to learn.	4.47 (2)	0.5	1.8	39.3	55.4	3.0
8. Students in my child's school are friendly towards my child.	4.34 (5)	0.4	1.9	43.9	46.6	7.1
9. The school administrators at my child's school take prompt action when problems occur.	4.59 (1)	0.4	1.0	29.6	65.5	3.4
10. My child's school building and grounds are neat and well maintained.	4.43 (4)	1.0	2.5	37.8	55.1	3.6
OVERALL AREA RATING	4.46					

BEST COPY AVAILABLE

FIGURES 2A - 2C

PARENT RATINGS ON SCHOOL CLIMATE BY ADMINISTRATIVE UNITS

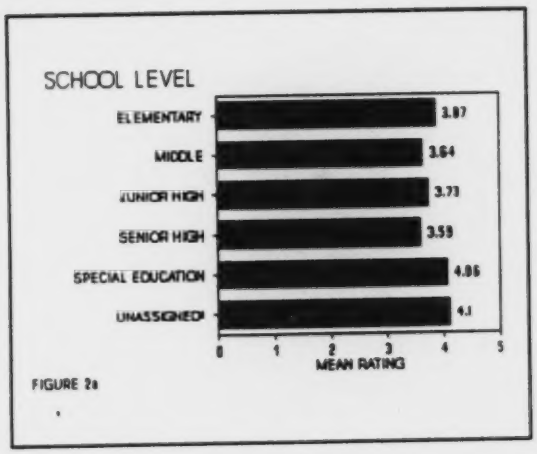


FIGURE 2a

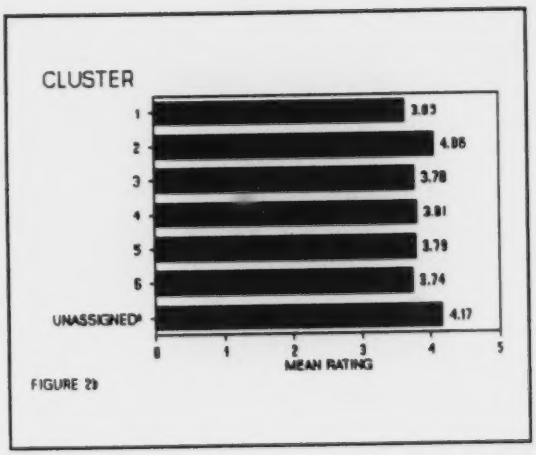


FIGURE 2b

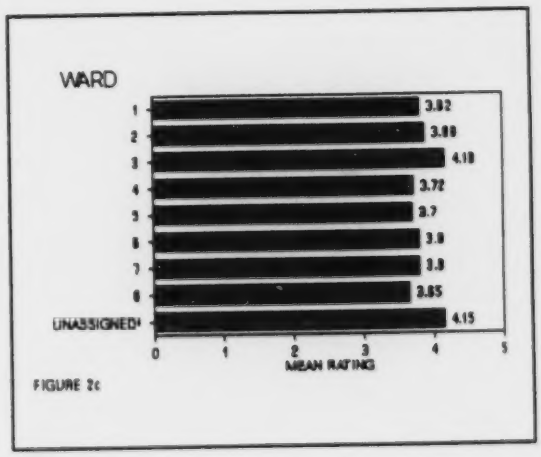


FIGURE 2c

NOTE: *UNASSIGNED INCLUDES TUITION GRANTS, JOB CORPS, AND/OR COOPERATIVE PROGRAMS

APPENDIX - D

PARENT RATINGS
ON
ACADEMIC PROGRAM

TABLE D-1a

PARENT RATINGS ON ACADEMIC PROGRAM BY STUDENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.70	.79	
STUDENT CHARACTERISTICS				
RACE/ETHNIC GROUP	(df=5, 373)			3.37 **
AFRICAN-AMERICAN		3.73	.76	
ASIAN-AMERICAN		4.17	.61	
EUROPEAN-AMERICAN		3.18	.66	
HISPANIC		3.72	.47	
NATIVE AMERICAN		3.66	.83	
OTHER		3.30	.92	
GENDER	(df=1, 377)			.51 (n.s.)
MALE		3.65	.76	
FEMALE		3.71	.76	
AGE LEVEL	(df=4, 374)			.45 (n.s.)
EARLY CHILDHOOD	(4-6 YRS)	3.67	.73	
MIDDLE CHILDHOOD	(7-9 YRS)	3.74	.73	
LATE CHILDHOOD	(10-12 YRS)	3.60	.83	
ADOLESCENCE	(13-17 YRS)	3.70	.75	
EMERGING ADULT	(18-21 YRS)	3.63	.82	
ACHIEVEMENT LEVEL	(df=3, 340)			9.31 ***
As AND Bs		3.86	.71	
Bs AND Cs		3.66	.72	
Cs AND Ds		3.39	.82	
Ds AND Fs		2.91	.95	
LENGTH OF ATTENDANCE	(df=2, 341)			1.02 (n.s.)
LESS THAN 1 YEAR		3.75	.79	
1 TO 3 YEARS		3.72	.75	
4 OR MORE YEARS		3.58	.80	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

BEST COPY AVAILABLE

TABLE D-1b

PARENT RATINGS ON ACADEMIC PROGRAM BY PARENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.70	.79	
PARENT CHARACTERISTICS				
RELATIONSHIP	(df=3, 355)			3.37 **
MOTHER/STEPMOTHER		3.69	.73	
FATHER/STEPFATHER		3.70	.99	
GRANDPARENT		3.73	.67	
OTHER GUARDIAN		3.04	1.04	
EDUCATION LEVEL	(df=4, 354)			5.04 ***
DID NOT GRADUATE FROM HIGH SCH		3.75	.69	
HIGH SCHOOL GRADUATE		3.80	.65	
POST-SECONDARY EDUCATION COURSES		3.71	.80	
COLLEGE GRADUATE (4-YR DEGREE)		3.42	.92	
GRADUATE OR PROFESSIONAL DEGREE		3.28	.75	
INCOME OF HOUSEHOLD	(df=4, 354)			3.60 **
BELOW $10,000		3.90	.57	
FROM $10,000 TO $24,999		3.79	.78	
FROM $25,000 TO $39,999		3.56	.89	
FROM $40,000 TO $54,999		3.60	.74	
$55,000 OR MORE		3.27	.73	
NUMBER OF OTHER CHILDREN ATTENDING D.C. PUBLIC SCHOOLS	(df=2, 341)			.88 (n.s.)
NONE		3.67	.72	
1 TO 3		3.67	.78	
4 TO 6		4.09	.65	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

TABLE D-2a

RATINGS OF "LEAST SATISFIED" PARENTS ON
ACADEMIC PROGRAM

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
11. My child's school does a good job of teaching my child basic skills such as reading, writing, mathematics and science.	3.30 (Rank)(1)	9.4	18.5	54.6	6.2	11.2
12. My child's school does a good job teaching my child thinking and reasoning skills.	3.02 (3)	10.3	24.6	42.9	2.3	19.9
13. My child is challenged in his/her studies at this school.	2.79 (7)	13.2	33.7	33.2	2.8	17.1
14. My child receives extra help at this school when it is needed.	2.71 (8)	14.9	31.1	28.2	1.9	23.8
15. Meaningful homework is assigned on a regular basis.	3.08 (2)	13.4	22.8	46.4	5.4	12.0
16. The books, materials and equipment at my child's school are adequate.	2.93 (4)	13.5	25.4	40.4	2.3	18.3
17. My child's school uses many different ways to determine my child's performance.	2.68 (9)	13.2	30.5	23.4	0.9	32.0
18. The guidance counselors at my child's school are very helpful to my child.	2.85 (5)	14.6	21.7	25.1	5.4	33.3
19. My child's school is training my child to use modern technology (e.g., computers and video equipment).	2.84 (6)	18.0	25.5	35.2	5.1	16.2
OVERALL AREA RATING	2.91					

TABLE D-2b

RATINGS OF "MOST SATISFIED" PARENTS ON
ACADEMIC PROGRAM

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
11. My child's school does a good job of teaching my child basic skills such as reading, writing, mathematics and science.	4.67 (Rank)(1)	0.2	0.2	28.7	69.5	1.3
12. My child's school does a good job teaching my child thinking and reasoning skills	4.55 (2)	0.0	0.5	40.4	57.4	1.6
13. My child is challenged in his/her studies at this school.	4.42 (4)	0.2	1.7	45.3	49.4	3.5
14. My child receives extra help at this school when it is needed.	4.36 (5)	0.1	1.9	37.1	50.7	10.2
15. Meaningful homework is assigned on a regular basis.	4.50 (3)	0.5	2.4	32.3	60.3	4.6
16. The books, materials and equipment at my child's school are adequate.	4.22 (7)	1.0	5.2	48.5	40.4	4.8
17. My child's school uses many different ways to determine my child's performance.	4.31 (6)	0.1	1.3	49.2	41.6	7.9
18. The guidance counselors at my child's school are very helpful to my child.	4.14 (9)	1.0	2.0	32.8	42.5	21.7
19. My child's school is training my child to use modern technology (e.g., computers and video equipment).	4.16 (8)	1.1	6.9	35.0	45.2	11.8
OVERALL AREA RATING	4.37					

BEST COPY AVAILABLE

FIGURES 3A - 3C

PARENT RATINGS ON ACADEMIC PROGRAM BY ADMINISTRATIVE UNITS

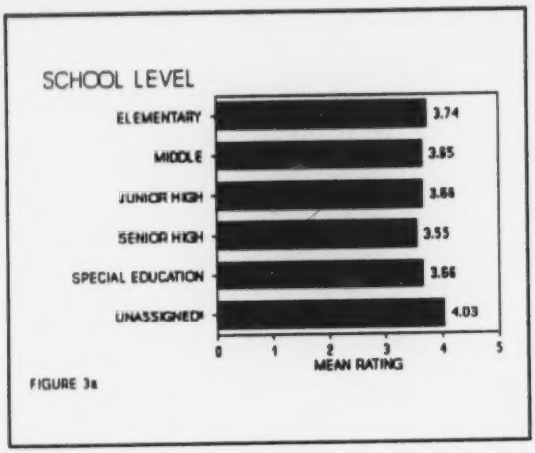


FIGURE 3a

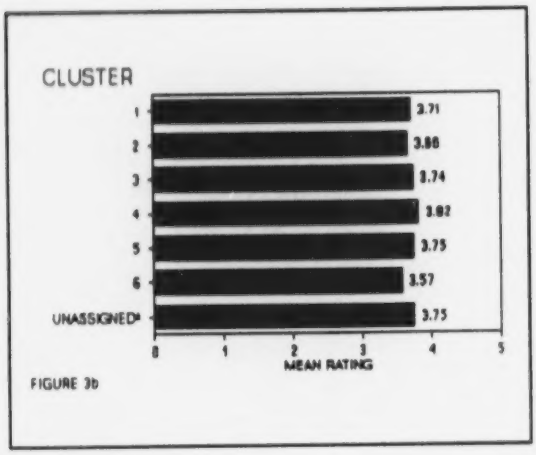


FIGURE 3b

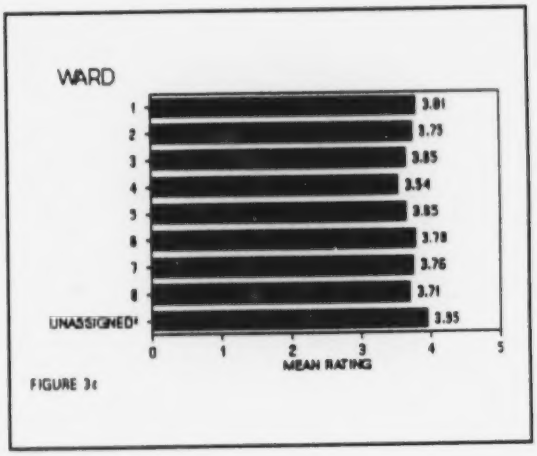


FIGURE 3c

NOTE: *UNASSIGNED INCLUDES TUITION GRANTS, JOB CORPS, AND/OR COOPERATIVE PROGRAMS

APPENDIX - E

PARENT RATINGS
ON
SOCIAL DEVELOPMENT
&
EXTRACURRICULAR
ACTIVITIES

TABLE E-1a

PARENT RATINGS ON SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES BY STUDENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.77	.76	
STUDENT CHARACTERISTICS				
RACE/ETHNIC GROUP	(df=5, 373)			2.76 *
AFRICAN-AMERICAN		3.76	.76	
ASIAN-AMERICAN		4.17	.29	
EUROPEAN-AMERICAN		3.48	.70	
HISPANIC		3.80	.51	
NATIVE AMERICAN		3.82	.71	
OTHER		3.27	.93	
GENDER	(df=1, 377)			1.99 (n.s.)
MALE		3.68	.80	
FEMALE		3.78	.69	
AGE LEVEL	(df=4, 374)			.67 (n.s.)
EARLY CHILDHOOD	(4-6 YRS)	3.73	.78	
MIDDLE CHILDHOOD	(7-9 YRS)	3.79	.67	
LATE CHILDHOOD	(10-12 YRS)	3.75	.82	
ADOLESCENCE	(13-17 YRS)	3.72	.72	
EMERGING ADULT	(18-21 YRS)	3.38	.77	
ACHIEVEMENT LEVEL	(df=3, 340)			7.43 ***
As AND Bs		3.90	.69	
Bs AND Cs		3.71	.70	
Cs AND Ds		3.45	.78	
Ds AND Fs		3.08	.66	
LENGTH OF ATTENDANCE	(df=2, 341)			1.02 (n.s.)
LESS THAN 1 YEAR		3.79	.75	
1 TO 3 YEARS		3.73	.76	
4 OR MORE YEARS		3.73	.73	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

TABLE E-1b

PARENT RATINGS ON SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES BY PARENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.77	.76	
PARENT CHARACTERISTICS				
RELATIONSHIP	(df=3, 355)			2.22 (n.s.)
MOTHER/STEPMOTHER		3.71	.74	
FATHER/STEPFATHER		3.84	.90	
GRANDPARENT		3.88	.67	
OTHER GUARDIAN		3.30	.61	
EDUCATION LEVEL	(df=4, 354)			2.61 *
DID NOT GRADUATE FROM HIGH SCH		3.83	.66	
HIGH SCHOOL GRADUATE		3.82	.64	
POST-SECONDARY EDUCATION COURSES		3.68	.79	
COLLEGE GRADUATE (4-YR DEGREE)		3.62	.92	
GRADUATE OR PROFESSIONAL DEGREE		3.44	.76	
INCOME OF HOUSEHOLD	(df=4, 354)			1.38 (n.s.)
BELOW $10,000		3.50	.62	
FROM $10,000 TO $24,999		3.74	.75	
FROM $25,000 TO $39,999		3.72	.83	
FROM $40,000 TO $54,999		3.68	.75	
$55,000 OR MORE		3.43	.74	
NUMBER OF OTHER CHILDREN ATTENDING D.C. PUBLIC SCHOOLS	(df=2, 341)			2.44 (n.s.)
NONE		3.74	.72	
1 TO 3		3.71	.75	
4 TO 6		4.25	.55	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

BEST COPY AVAILABLE

TABLE E-2a

RATINGS OF "LEAST SATISFIED" PARENTS ON

SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
20. My child's school teaches my child how to get along with other students.	3.17 (Rank)(2)	8.3	19.3	45.9	3.4	23.2
21. My child's school teaches my child about people of different cultures.	3.14 (3)	8.6	18.9	41.0	4.5	27.0
22. My child's special interests and talents are developed at this school.	2.51 (5)	17.7	36.8	20.5	1.4	23.6
23. My child's school encourages my child to participate in community activities.	2.77 (4)	12.8	31.1	28.4	2.7	25.1
24. My child's school emphasizes drug awareness and prevention education.	3.57 (1)	4.9	9.5	55.4	10.6	19.6
OVERALL AREA RATING	3.03					

TABLE E-2b

RATINGS OF "MOST SATISFIED" PARENTS ON

SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
20. My child's school teaches my child how to get along with other students.	4.55 (Rank)(2)	0.0	0.1	39.0	58.0	2.9
21. My child's school teaches my child about people of different cultures.	4.45 (3)	0.3	0.8	37.4	54.4	7.0
22. My child's special interests and talents are developed at this school.	4.26 (4)	0.5	3.1	43.6	42.9	9.9
23. My child's school encourages my child to participate in community activities.	4.24 (5)	0.3	2.9	41.2	43.3	12.2
24. My child's school emphasizes drug awareness and prevention education.	4.59 (1)	0.2	0.5	28.6	65.4	5.3
OVERALL AREA RATING	4.42					

BEST COPY AVAILABLE

FIGURES 4A - 4C

PARENT RATINGS ON SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES BY ADMINISTRATIVE UNITS

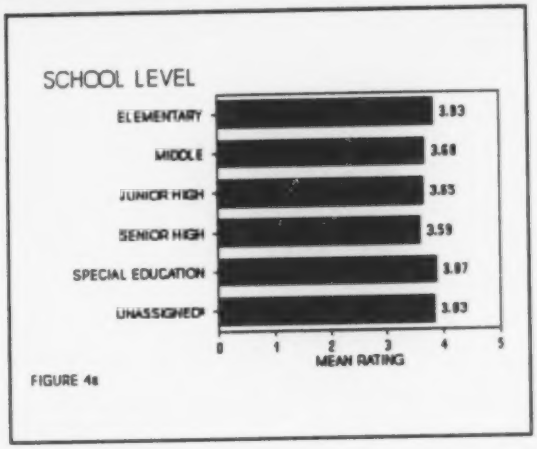


FIGURE 4a

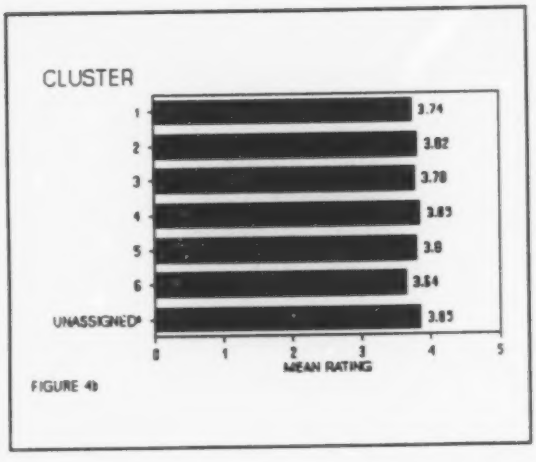


FIGURE 4b

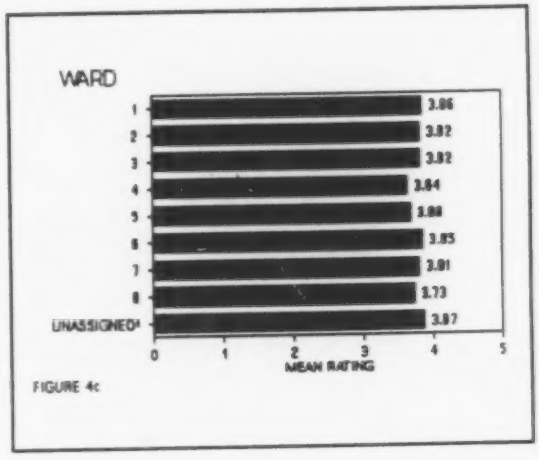


FIGURE 4c

NOTE: *UNASSIGNED INCLUDES TUITION GRANTS, JOB CORPS, AND/OR COOPERATIVE PROGRAMS

APPENDIX - F

PARENT RATINGS
ON
PARENT INVOLVEMENT

TABLE F-1a

PARENT RATINGS ON PARENT INVOLVEMENT BY STUDENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.97	.82	
STUDENT CHARACTERISTICS				
RACE/ETHNIC GROUP	(df=5, 373)			2.24 *
AFRICAN-AMERICAN		3.99	.79	
ASIAN-AMERICAN		4.11	.44	
EUROPEAN-AMERICAN		3.72	.82	
HISPANIC		3.77	.65	
NATIVE AMERICAN		3.84	.83	
OTHER		3.52	1.09	
GENDER	(df=1, 377)			2.96 (n.s.)
MALE		3.87	.84	
FEMALE		4.00	.75	
AGE LEVEL	(df=4, 374)			3.31 **
EARLY CHILDHOOD	(4-6 YRS)	4.01	.84	
MIDDLE CHILDHOOD	(7-9 YRS)	4.15	.61	
LATE CHILDHOOD	(10-12 YRS)	3.84	.88	
ADOLESCENCE	(13-17 YRS)	3.84	.80	
EMERGING ADULT	(18-21 YRS)	3.51	1.80	
ACHIEVEMENT LEVEL	(df=3, 340)			4.82 **
As AND Bs		4.07	.77	
Bs AND Cs		3.85	.74	
Cs AND Ds		3.60	.88	
Ds AND Fs		3.55	.71	
LENGTH OF ATTENDANCE	(df=2, 341)			.05 (n.s.)
LESS THAN 1 YEAR		4.02	.84	
1 TO 3 YEARS		3.93	.80	
4 OR MORE YEARS		3.94	.78	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

BEST COPY AVAILABLE

TABLE F-1b

PARENT RATINGS ON PARENT INVOLVEMENT BY PARENT GROUP DIFFERENCES

		MEAN RATING (MAX RATING=5.0)	STANDARD DEVIATION	F VALUE
TOTAL SAMPLE		3.97	.82	
PARENT CHARACTERISTICS				
RELATIONSHIP	(df=3, 355)			.27 (n.s.)
MOTHER/STEPMOTHER		3.92	.82	
FATHER/STEPFATHER		3.89	.84	
GRANDPARENT		4.08	.69	
OTHER GUARDIAN		3.88	.67	
EDUCATION LEVEL	(df=4, 354)			1.05 (n.s.)
DID NOT GRADUATE FROM HIGH SCH		3.89	.65	
HIGH SCHOOL GRADUATE		3.96	.66	
POST-SECONDARY EDUCATION COURSES		4.01	.86	
COLLEGE GRADUATE (4-YR DEGREE)		3.91	1.05	
GRADUATE OR PROFESSIONAL DEGREE		3.70	.93	
INCOME OF HOUSEHOLD	(df=4, 354)			1.03 (n.s.)
BELOW $10,000		4.01	.58	
FROM $10,000 TO $24,999		3.99	.78	
FROM $25,000 TO $39,999		3.88	.89	
FROM $40,000 TO $54,999		4.15	.82	
$55,000 OR MORE		3.72	.97	
NUMBER OF OTHER CHILDREN ATTENDING D.C. PUBLIC SCHOOLS	(df=2, 341)			.88 (n.s.)
NONE		3.95	.82	
1 TO 3		3.91	.79	
4 TO 6		4.32	.60	

NOTE: n.s. = nonsignificant; * p<.05 ** p<.01 *** p<.001; df=degrees of freedom

TABLE F-2a
RATINGS OF "LEAST SATISFIED" PARENTS ON
PARENT INVOLVEMENT

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
25. I feel welcome to visit my child's school.	3.68 (Rank)(1)	6.4	12.0	55.2	18.7	7.8
26. It is easy for me to get appointments to meet with the staff at my child's school.	3.25 (3)	10.0	18.5	45.4	9.2	16.9
27. I am regularly invited to participate in activities at my child's school.	3.35 (2)	6.8	19.1	48.6	9.5	16.0
28. I feel welcome to offer my opinion about programs and activities at my child's school.	3.04 (4)	10.8	19.5	36.3	4.7	28.7
29. My child's school seems willing to accept my opinions and advice.	2.79 (5)	13.1	21.5	22.1	2.5	40.8
OVERALL AREA RATING	3.22					

TABLE F-2b
RATINGS OF "MOST SATISFIED" PARENTS ON
PARENT INVOLVEMENT

SURVEY ITEMS	MEAN RATING (MAX RATING=5.0)	STRONGLY DISAGREE (%)	DISAGREE (%)	AGREE (%)	STRONGLY AGREE (%)	NO OPINION (%)
25. I feel welcome to visit my child's school.	4.89 (Rank)(1)	0.0	0.2	10.3	89.2	0.2
26. It is easy for me to get appointments to meet with the staff at my child's school.	4.70 (2)	0.2	0.7	24.5	73.2	1.5
27. I am regularly invited to participate in activities at my child's school.	4.70 (2)	0.2	0.2	24.1	73.2	2.2
28. I feel welcome to offer my opinion about programs and activities at my child's school.	4.56 (4)	0.1	0.4	31.5	62.8	5.2
29. My child's school seems willing to accept my opinions and advice.	4.40 (5)	0.1	0.6	39.1	50.9	9.3
OVERALL AREA RATING	4.65					

FIGURES 5A - 5C

PARENT RATINGS ON PARENT INVOLVEMENT BY ADMINISTRATIVE UNITS

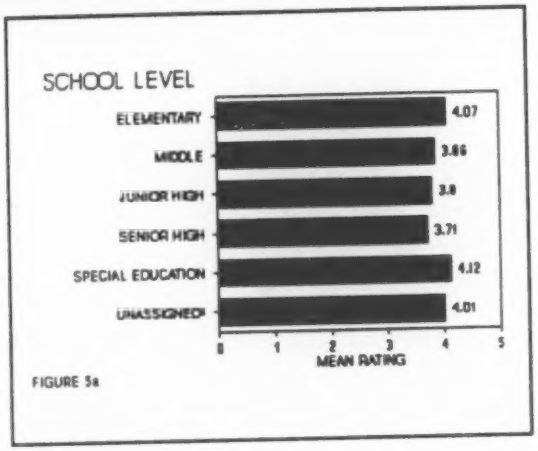


FIGURE 5a

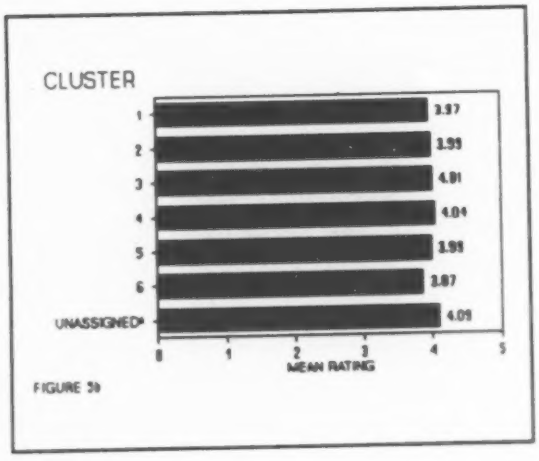


FIGURE 5b

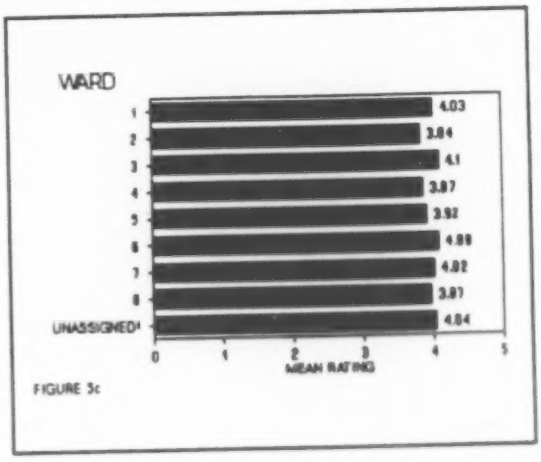


FIGURE 5c

NOTE: *UNASSIGNED INCLUDES TUITION GRANTS, JOB CORPS, AND/OR COOPERATIVE PROGRAMS

APPENDIX - G

SURVEY METHODOLOGY AND CHARACTERISTICS OF SURVEYED PARENTS

SURVEY OF PARENT SATISFACTION AND INFORMATION

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of the Superintendent

415 12th Street, N.W.
Washington, D.C. 20004

(202) 724-4222
FAX (202) 727-1516

Dear Parent or Guardian:

The purpose of this survey is to obtain your opinion about different aspects of your child's school and school experience. In our ongoing effort to measure our success and determine your "level of satisfaction" with our schools, your response to this questionnaire is vital. Though we realize that most parents have more than one child in our school system, we have randomly selected this child for inclusion in the survey.

Please read the survey instructions, and record your answers on the answer sheet provided. Return the survey in the enclosed pre-addressed, stamped envelope **as soon as possible.** Please answer all questions completely and honestly. Your child's name will not be recorded on the survey and your answers will be completely anonymous.

As the D.C. Public Schools moves towards bold and innovative changes for school reform, we will actively seek input from parents of our students. **We appreciate your continued support and THANK YOU for your prompt response to this survey.**

If you have questions about this survey, please feel free to contact our Office of Educational Accountability, Assessment and Information on 724-3636.

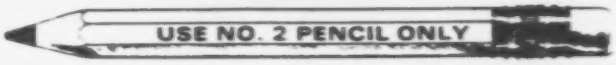
YOUR OPINION IS IMPORTANT FOR US TO DO A BETTER JOB!

Yours truly,

Franklin L. Smith
Superintendent

81

BRINGING EDUCATIONAL SERVICES TO STUDENTS (BESST)



EXAMPLES

1 ① ⊗ ③ ④ ⑤ WRONG

2 ① ② ✓ ④ ⑤ WRONG

3 ① ② ③ ◐ ⑤ WRONG

4 ① ② ③ ● ⑤ RIGHT

IMPORTANT DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencil only (No. 2)
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely
- Erase cleanly any answer you wish to change
- Make no stray marks on the answer sheet

PLEASE ANSWER THESE SURVEY QUESTIONS FOR THE SCHOOL THIS CHILD ATTENDED DURING THE **PAST SCHOOL YEAR.**

Name of Child's School During the **Past School Year.** _____

SCHOOL CODE:
(see address label for school code)

⑧	⑧	⑧
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

CHILD'S GRADE LEVEL
During the **Past School Year:**

◯ K	◯ 7
◯ 1	◯ 8
◯ 2	◯ 9
◯ 3	◯ 10
◯ 4	◯ 11
◯ 5	◯ 12
◯ 6	◯ OTHER

CHILD'S GENDER:

◯ MALE
◯ FEMALE

CHILD'S AGE:

◯ 4	◯ 10	◯ 16
◯ 5	◯ 11	◯ 17
◯ 6	◯ 12	◯ 18
◯ 7	◯ 13	◯ 19
◯ 8	◯ 14	◯ 20
◯ 9	◯ 15	◯ 21

Child's racial/ethnic group?

A. ◯ African or African-American
B. ◯ Asian or Asian American
C. ◯ European or European American
D. ◯ Hispanic or Latin-American
E. ◯ Native American
F. ◯ OTHER: _____ (list)

What is your relationship to this child?

A. ◯ Mother/Stepmother
B. ◯ Father/Stepfather
C. ◯ Grandparent
D. ◯ Other Guardian

How many other children do you have currently attending D.C. Public Schools?

A. ◯ None
B. ◯ 1 to 3
C. ◯ 4 to 6
D. ◯ 7 to 9
E. ◯ 10 or more

FILL IN THE NUMBER WHICH BEST DESCRIBES HOW YOU FEEL ABOUT THE **MOST RECENT D.C. PUBLIC SCHOOL** THIS CHILD ATTENDED

SD = Strongly Disagree (1) **D = Disagree (2)** **N = No Opinion (3)** **A = Agree (4)** **SA = Strongly Agree (5)**

QUALITY OF STAFF	SD	D	N	A	SA
1. The principal and teachers at my child's school seem to work well together.	①	②	③	④	⑤
2. My child's teachers are up-to-date about things that are happening in the subjects they teach.	①	②	③	④	⑤
3. My child's teachers are able to make learning exciting and fun.	①	②	③	④	⑤
4. The principal in my child's school encourages teachers to try new ways of teaching and seems open to new ideas.	①	②	③	④	⑤
5. My child's teachers are committed to teaching my child.	①	②	③	④	⑤

SD = Strongly Disagree (1)	D = Disagree (2)	N = No Opinion (3)	A = Agree (4)	SA = Strongly Agree (5)

SCHOOL CLIMATE	SD	D	N	A	SA
6. My child's school is an orderly place.	①	②	③	④	⑤
7. My child's school is a safe place to learn.	①	②	③	④	⑤
8. Students in my child's school are friendly towards my child.	①	②	③	④	⑤
9. The school administrators at my child's school take prompt action when problems occur.	①	②	③	④	⑤
10. My child's school building and grounds are neat and well maintained.	①	②	③	④	⑤

ACADEMIC PROGRAM	SD	D	N	A	SA
11. My child's school does a good job of teaching my child basic skills such as reading, writing, mathematics and science.	①	②	③	④	⑤
12. My child's school does a good job teaching my child thinking and reasoning skills.	①	②	③	④	⑤
13. My child is challenged in his/her studies at this school.	①	②	③	④	⑤
14. My child receives extra help at this school when it is needed.	①	②	③	④	⑤
15. Meaningful homework is assigned to my child on a regular basis.	①	②	③	④	⑤
16. The books, materials and equipment at my child's school are adequate.	①	②	③	④	⑤
17. My child's school uses many different ways to determine my child's performance.	①	②	③	④	⑤
18. The guidance counselors at my child's school are very helpful to my child.	①	②	③	④	⑤
19. My child's school is training my child to use modern technology (e.g., computers and video equipment).	①	②	③	④	⑤

SOCIAL DEVELOPMENT AND EXTRACURRICULAR ACTIVITIES	SD	D	N	A	SA
20. My child's school teaches my child how to get along with other students.	①	②	③	④	⑤
21. My child's school teaches my child about people of different cultures.	①	②	③	④	⑤
22. My child's special interests and talents are developed at this school.	①	②	③	④	⑤
23. My child's school encourages my child to participate in community activities.	①	②	③	④	⑤
24. My child's school emphasizes drug awareness and prevention education.	①	②	③	④	⑤

SD = Strongly Disagree (1)	D = Disagree (2)	N = No Opinion (3)	A = Agree (4)	SA = Strongly Agree (5)

PARENT INVOLVEMENT	SD	D	N	A	SA
25. I feel welcome to visit my child's school.	①	②	③	④	⑤
26. It is easy for me to get appointments to meet with the staff at my child's school.	①	②	③	④	⑤
27. I am regularly invited to participate in activities at my child's school.	①	②	③	④	⑤
28. I feel welcome to offer my opinion about programs and activities at my child's school.	①	②	③	④	⑤
29. My child's school seem willing to accept my opinions and advice.	①	②	③	④	⑤

GENERAL QUESTIONS

30. How would you rate your child's school overall?

A. ◯ Excellent
B. ◯ Good
C. ◯ Fair
D. ◯ Poor
E. ◯ No Opinion

31. If you could choose any school in the city for your child, would this school be one of your top three choices?

A. ◯ Yes
B. ◯ No
C. ◯ Not sure

32. How long has your child attended this school?

A. ◯ less than one year
B. ◯ one to three years
C. ◯ four or more years

33. What grades does your child usually get at this school?

A. ◯ A's and B's
B. ◯ B's and C's
C. ◯ C's and D's
D. ◯ D's and F's

34. What is <u>your</u> highest level of education?

A. ◯ did not graduate from high school
B. ◯ high school
C. ◯ college courses, technical school, or associate degree
D. ◯ college graduate (4-year degree)
E. ◯ graduate or professional degree

35. What is the total yearly income of your household?

A. ◯ below $10,000
B. ◯ from $10,000 to $24,999
C. ◯ from $25,000 to $39,999
D. ◯ from $40,000 to $54,999
E. ◯ $55,000 or more

SURVEY METHODOLOGY

Survey Design

The DCPS Survey of Parent Satisfaction and Information was developed by the Research Branch using, as models, a wide selection of other surveys administered to parents in various school districts across the country. The survey was refined through collaborations with other offices in the D.C. Public Schools and with the Washington Parent Group Fund and Parents United for the D.C. Public Schools parent advocacy groups.

Pilot-Testing

Prior to administering the survey city-wide, a pilot-test was conducted with thirty (30) parents of the Washington Parent Group Fund to establish measures of test-retest reliability (consistency over time) and internal reliability (relatedness) for the survey items. Attention was also given to the clarity of items and content validity of the survey. The test-retest procedure, which was conducted using a four-week interval, yielded a strong reliability coefficient of .937 for the overall survey; this coefficient reflected high stability in parents' responses across time and potentially varying circumstances. The internal reliability of the survey items for each section of the survey yielded coefficients ranging from .69 to .90, indicating strong relatedness and strength of measurement for the survey items. Follow-up discussions and comments from parents further indicated the survey had strong content validity and was clear in presentation.

Sampling and Procedures

One-quarter of DCPS students were randomly selected from among all schools to have their parents participate in the survey. Upon the elimination of incorrect or incomplete address information, the sample yielded 17,264 parents to receive the surveys through the mail at their home addresses. To further enhance the rate of response from parents, an appeal or "announcement" of the survey was mailed to the selected parents two weeks prior to the survey mailing in August 1994. In January 1995 a sub-sample of 3,000 parents was randomly selected from the initial sample of parents to complete the survey through telephone interviews, provided they had not responded to the survey by mail. Parents responding by mail were anonymous and parents interviewed by telephone were assured that anonymity would be upheld. Also, Spanish-speaking parents were interviewed in their native language.

In sum, 3,948 parents completed surveys; 2,908 parents responded to the survey by mail, and 1,040 parents were interviewed by telephone during the day and evening hours.

Sample Validation

Analyses of variance (ANOVA) procedures were conducted to detect significant differences between the responses of parents participating by mail and those participating by telephone. Differences between the mailed and telephoned parents were noted only in that: (a) parents responding by mail had children with higher achievement levels ($p<.05$); (b) parents responding by mail tended to have higher levels of education ($p<.05$); and (c) the mail responses included more parents ethnically identified as Native American and "other" ($p<.01$). Differences found between the school ratings of parents responding by mail and telephone were not significant at or above the 95% level of confidence.

The representation of students (by parents) in the survey was similar in proportion to the students in the overall DCPS population by ethnic group, gender and school level (see Appendix-G, Figures 6-A through 6-C).

Precautions for the Data

The procedures of this survey included sampling, interviewing and analytical techniques which took into account the wide diversity in demographic factors of public schools parents in the District of Columbia. However, there were aspects of the methodology which were limited due to constraints (e.g., time, resources, extraneous events) not uncommon to applied research studies conducted in the natural setting. In the case of this study, some constraints were recognized early on and procedures were implemented (e.g., oversampling and multiple sampling) to ensure that resulting data would, to the extent possible, represent the general population of DCPS parents.

Rate of Response. One potentially limiting aspect of the data concerns the response rate of parents to the survey (22.8%). Although parents responding to the survey represented less than one-quarter of the parents targeted, the generalizability of the responding sample was strengthen through the inclusion of the broad cross-section of parents surveyed through telephone interviews. Parents surveyed by telephone comprised more than one-quarter (26.3%) of the total sample, and compensated somewhat for those factors which parents responding by mail were overly represented on, such as particular ethnic groups, achievement levels of children, and parents' level of education. It is further noted that parental response rates reported by other school districts conducting parent satisfaction surveys appear to vary widely, such as 3.0% for Boston Public Schools (1985) and 32% for Virginia Beach Public Schools (1994). The only other school district in the Washington, D.C. metropolitan area to conduct a district-wide, parent survey in recent years was Montgomery County, Maryland, where an overall parent response rate of 20.0% was reported. Apart from the survey design and procedures, such variance in response rates across districts reflect a number of extrinsic, but relevant, factors impacting on public opinion polling, and further point put the need to employ research procedures designed to lessen their impact on the research data.

Timing of the Survey. Another potential limitation of the data involves the timing of the survey, with regard to its administration to parents who received the

survey by mail at the end of August 1994. Concerns were centered around the delayed opening of schools in September 1994 and the potentially negative impact of parental frustrations during this period on the survey results. Such concerns were relevant, even though parents were asked to only rate the school attended by their child for the previous school year (1993-94). It is noted, however, the survey was designed with a purposeful degree of specificity and was comprised of items related to individual school practices in specific school areas; thus, general frustrations among parents were presumed to have minimal impact on their survey responses. Yet, to verify these assumptions, various analytical findings were examined more closely. For one, the pilot-test revealed a level of consistency across time in parental responses which affirmed the ability of the survey items to maintain the focus and solicit consistent responses irrespective of certain ensuing events and time. Secondly, and more reaffirming, was the similarity noted between parents' overall survey ratings before and after the opening of school. Parents surveyed by mail at the opening of school (end of August 1994) gave schools an overall rating of 3.82, and parents interviewed by telephone after the first semester of school (January 1995) gave their local schools a rating of 3.86. Parents' ratings across these time periods were not found to be significantly different at or above the 95% level of confidence.

TABLE G-1

CHARACTERISTICS OF STUDENTS WITH SURVEYED PARENTS

STUDENT CHARACTERISTICS	NUMBER OF PARENT RESPONDENTS	PERCENT OF PARENT RESPONDENTS
TOTAL SAMPLE	**3,948**	**100%**
Race/Ethnic Group		
African-American	3025	76.6
Asian-American	70	1.8
European-American	263	6.7
Hispanic	189	4.8
Native American	130	3.3
Other	120	3.0
Unidentified	151	3.8
Gender		
Male	1938	49.1
Female	1960	49.6
Unidentified	50	1.3
Age		
Early Childhood (4-6 yrs.)	737	18.7
Middle Childhood (7-9 yrs.)	1027	26.0
Late Childhood (10-12 yrs.)	898	22.7
Adolescence (13-17 yrs.)	1097	27.8
Emerging Adult (18-21 yrs.)	111	2.8
Unidentified	78	2.0
School Level		
Elementary School (Pk - 6 Gr)	2531	64.1
Middle School (6 - 8 Gr)	165	4.2
Jr. High School (7 - 9 Gr)	539	13.7
Sr. High School (9 -12 Gr)	470	11.9
Special Education (All Grades)	42	1.1
Unassigned (i.e., Tuition Grants, Job Corp & Coop Prog)	16	0.4
Unidentified	185	4.7
Length of School Attendance		
Less than one year	367	9.3
1 - 3 years	2598	65.8
More than four years	960	24.3
Unidentified	23	0.6

TABLE G-2

CHARACTERISTICS OF SURVEYED PARENTS

PARENT CHARACTEERISTICS	NUMBER OF PARENT RESPONDENTS	PERCENT OF PARENT RESPONDENTS
TOTAL SAMPLE	**3,948**	**100%**
Relationship With Child		
Mother/Stepmother	3009	76.2
Father/Stepfather	401	10.2
Grandparent	341	8.6
Other Guardian	144	3.6
Unidentified	53	1.3
Level of Education		
Did Not Graduate	651	16.5
High School Graduate	1165	29.5
Post Secondary Courses	1169	29.6
College Graduate	377	9.5
Professional Degree	439	11.1
Unidentified	147	3.7
Income of Household		
Below $10,000	1005	25.5
$10,000 - $24,999	1101	27.9
$25,000 - $39,999	690	17.5
$40,000 - $54,999	318	8.1
$55,000 or more	584	14.8
Unidentified	250	6.3
Other Children in DCPS		
None	1375	34.8
1 - 3	2333	59.1
4 - 6	173	4.4
7 - 9	12	0.3
10 or more	5	0.1
Unidentified	50	1.3

COMPARISION OF TOTAL DCPS STUDENTS TO STUDENTS OF SURVEYED PARENTS BY ETHNIC GROUP

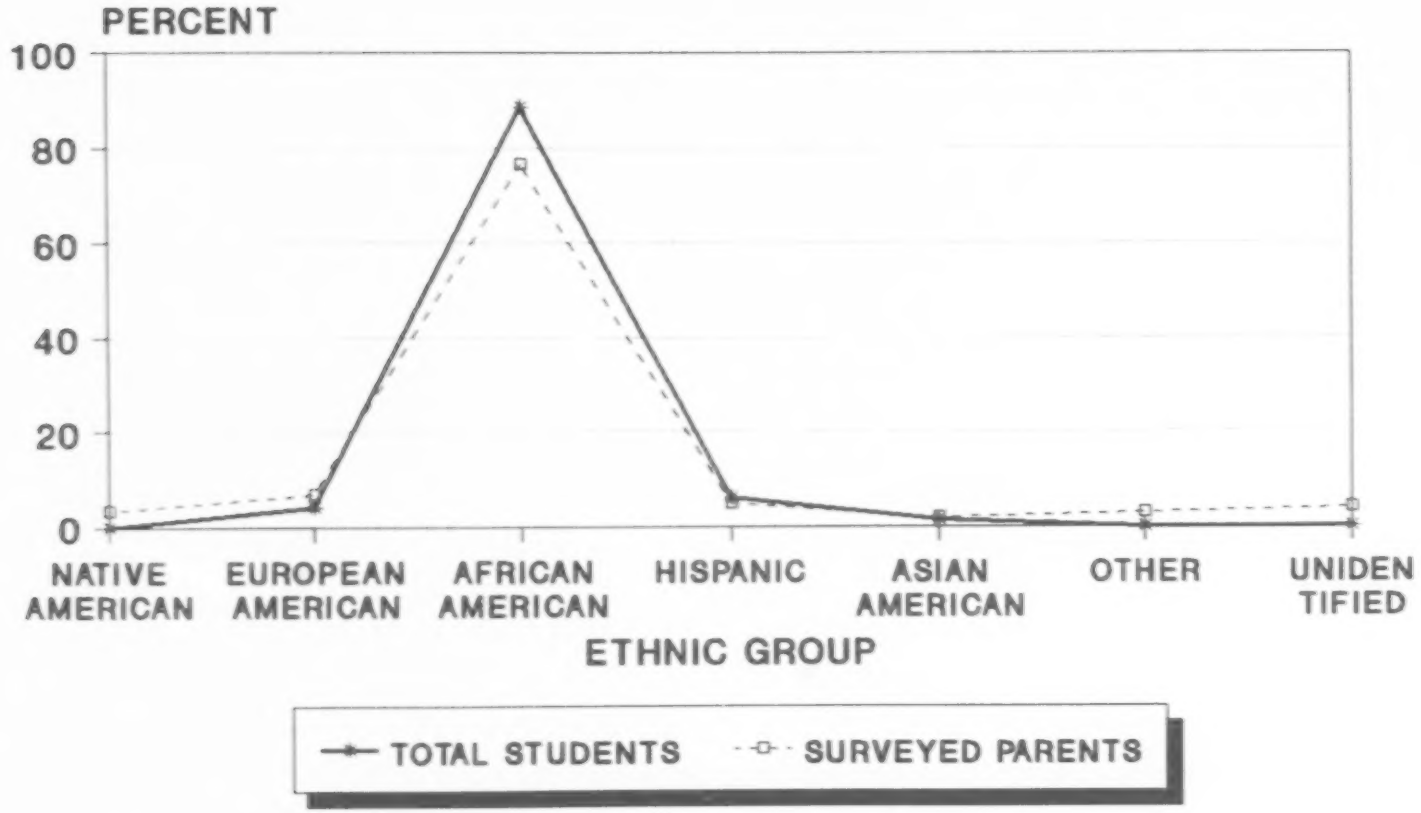


FIGURE 6A

COMPARISION OF TOTAL DCPS STUDENTS TO STUDENTS OF SURVEYED PARENTS BY GENDER

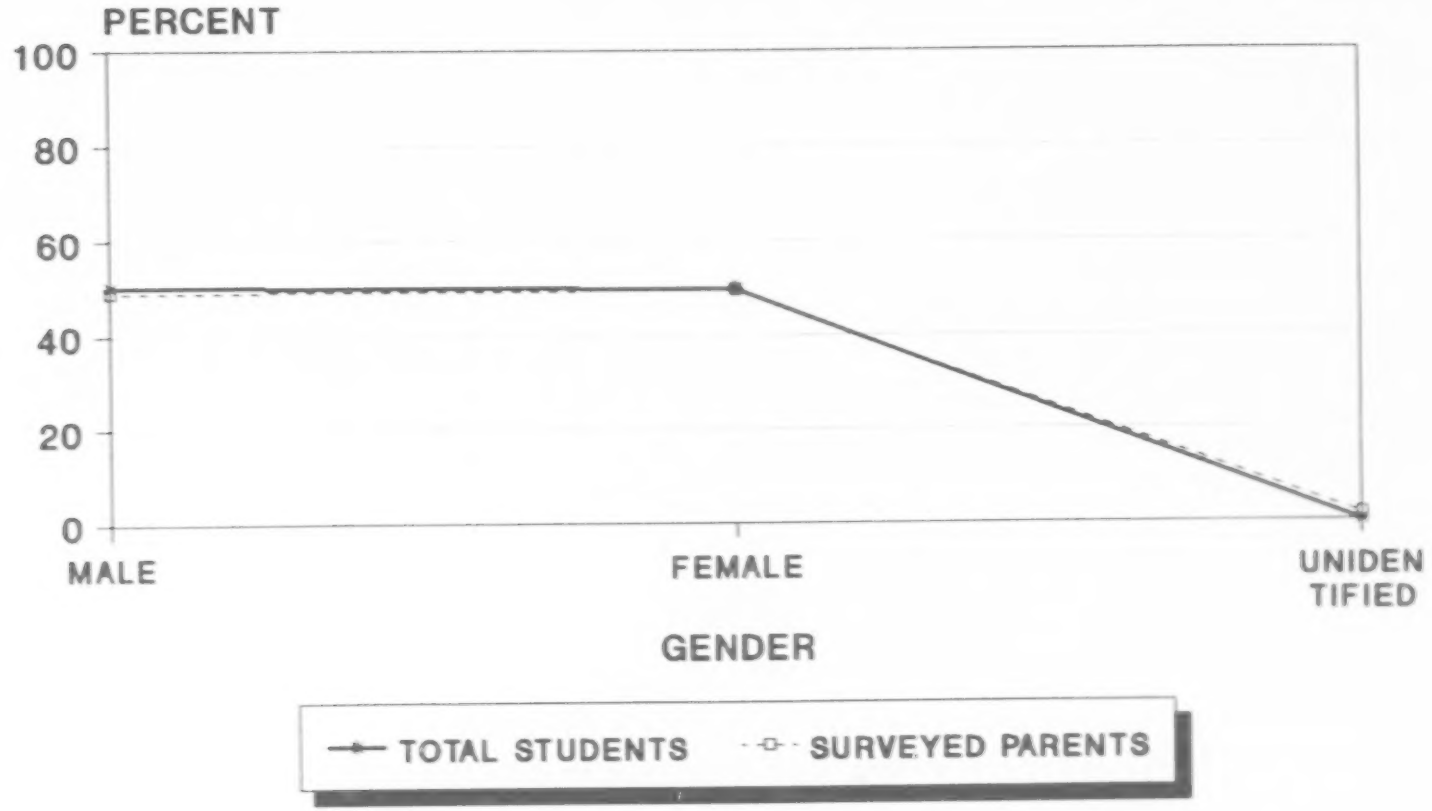


FIGURE 6B

COMPARISION OF TOTAL DCPS STUDENTS TO STUDENTS OF SURVEYED PARENTS BY SCHOOL LEVEL

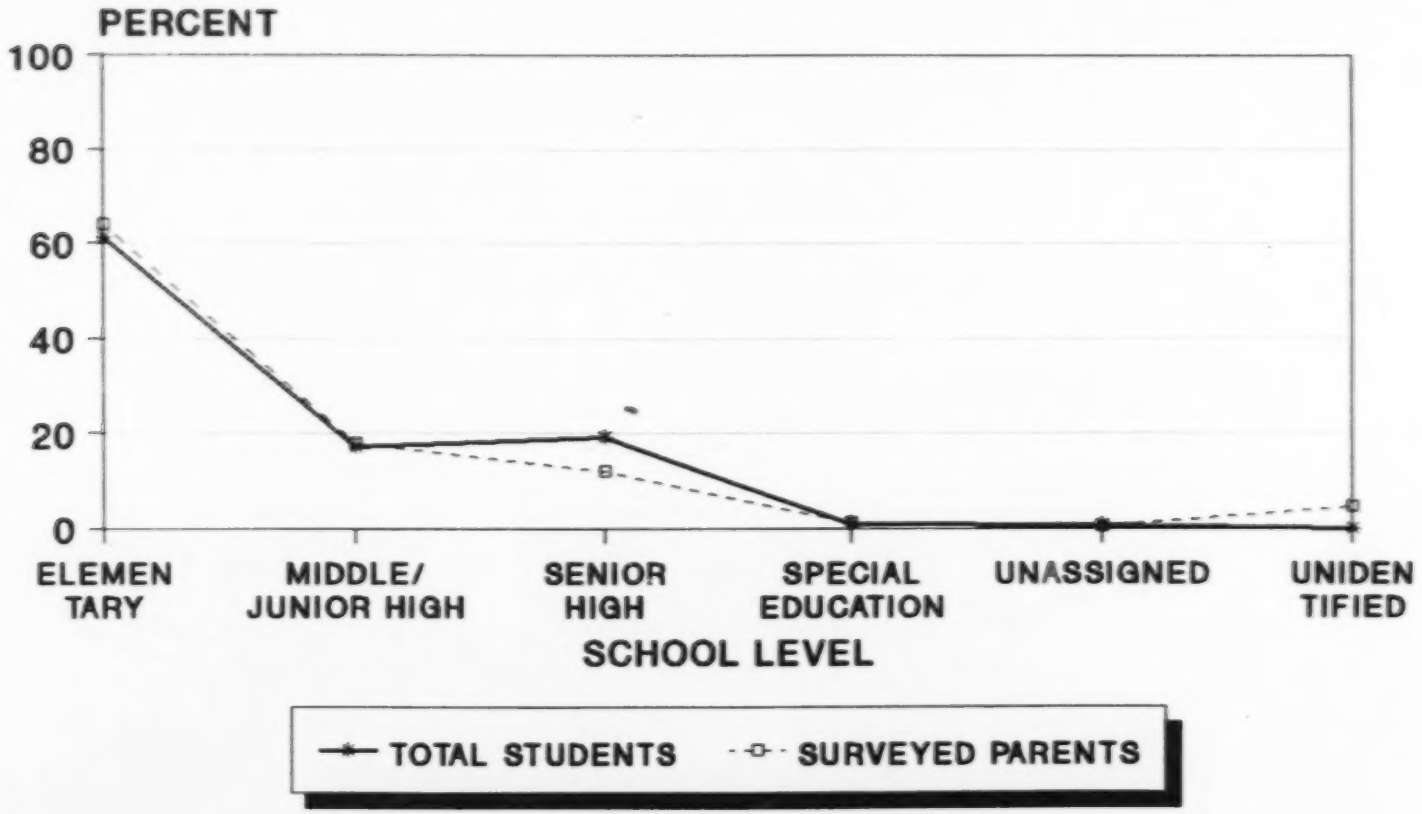


FIGURE 6C